DOCUMENT RESUME

ED 050 679 HE 002 169

AUTHOR Perrone, Philip A.; Lins, L. Joseph
TITLE Post-Secondary Activities of Spring 1968 High School Seniors. Research Report.
INSTITUTION Wisconsin Coordinating Council for Higher Education, Madison.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Academic Facilities.
PUB DATE Dec 70
NOTE 100p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Academic Aspiration, Family Background, *Higher Education, *High School Graduates, Post Secondary Education, *Student Characteristics, *Surveys
IDENTIFIERS *Wisconsin

ABSTRACT

This report which presents information on the postsecondary activities of spring 1968 graduates of Wisconsin high schools is based on data obtained by surveying one-twelfth of the 57,349 seniors who completed the 1968 Senior Survey Questionnaire. Comparisons are made between the students' first-year activities and their plans as seniors, and between their first and second year after graduation activities. Included in these comparisons is information on their occupational aspirations as seniors, choice of post-secondary institutions as seniors, occupation and education of fathers, family income, high school course, high school decile rank, and type of school attended first year after graduation. The report also discusses (1) the reasons why those who anticipated continued education did not attend, their high school decile rank and their fathers education; (2) post-secondary educational planning and characteristics of graduates continuing their education; (3) characteristics of graduates who interrupted their post-high school education; and (4) characteristics of graduates in school the second year after their graduation. (AF)

ED050679

Research Report

Post-Secondary Activities of 1968 High School Seniors

Wisconsin Coordinating Council for Higher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE002169

ED050679

POST-SECONDARY ACTIVITIES

OF SPRING 1968 HIGH SCHOOL SENIORS

Philip A. Perrone
L. Joseph Lins

A project funded under a
United States Office of Education Comprehensive Facilities
Planning Grant Administered by the
Wisconsin Higher Educational Aids Board

Coordinating Council for Higher Education
732 North Midvale Boulevard
Madison, Wisconsin 53705

December 1970

PREFACE

In the spring of 1968, a questionnaire survey was made of Wisconsin high school seniors in an attempt to discover their preferences for collegiate, vocational-technical, or no formal education beyond the secondary school and the characteristics of each group; factors which affect the choice of college; types of high school graduates not expecting to continue their schooling and the reasons therefore; and the effects of the secondary school, friends and relatives, financial aids, housing, college location, college image and specializations, and education and occupation of parents on the decisions of high school graduates. Two reports, one by Lins[1] and the other by Rossmiller[2], were prepared from those data.

Those reports, as well as the data reported herein, were developed to provide information helpful in statewide planning for the education of Wisconsin youth and consequently for the planning of the types of educational institutions, disciplines, and facilities to meet the education needs of those youth.

Many persons and agencies have been involved in one way or another in the studies. The high school seniors were very cooperative in providing data through the original questionnaire. A sample of those persons also very conscientiously gave of their time in supplying follow-up information; if the person in the sample did not respond, the parent was asked to complete a

---

[1]L. J. Lins. Post-Secondary Educational Preferences of High School Seniors (Madison: Coordinating Council for Higher Education, June 1969), pp. xiii + 97.

[2]Robert G. Rossmiller. An Assessment of the Relative Impact of Family Finances and Financial Aids on the Educational Decisions of Wisconsin's 1968 Secondary School Seniors (University of Wisconsin: Unpublished doctoral dissertation, 1969), pp. x + 197.

shorter questionnaire. We are deeply appreciative of these efforts as well as those of the secondary school principals and counselors and members of the staffs of the Department of Public Instruction, the Higher Educational Aids Board, the School of Education of the University of Wisconsin-Madison, the Wisconsin Association of Student Financial Aids Administrators, the State University system, the Vocational-Technical-Adult system, the private colleges, and the Coordinating Council for Higher Education in connection with the original survey. Special recognition in that work is due J. Kenneth Little, R. Wray Strowig (deceased), and Josiah S. Dilley of the University of Wisconsin School of Education; Robert Rossmiller, Director of Financial Aids at the Wisconsin State University-Stevens Point; and Allan Abell, Assistant Coordinator of Institutional Studies at the University of Wisconsin.

The report which follows would not have been possible had it not been for the untiring work of Anila Menon in preparing and sending the questionnaire, supervising and directing the coding, making provisions for machine processing, and the many other tasks for which she assumed responsibility. We extend our special thanks to her. Deeply involved also were Richard Roth, Administrator of Pupil Services in the State Department of Public Instruction; Kentner V. Fritz, Counselor of the University of Wisconsin Counseling Center; William Woodson, Specialist for Data Processing of the University of Wisconsin Social Science Research Institute; and the State Department of Public Instruction key punch and data processing staff members who keypunched the data deck. To these persons and to numerous others who were very helpful to us we extend our sincere gratitude.

Philip A. Perrone
L. Joseph Lins

TABLE OF CONTENTS

	Page
PREFACE	i
LIST OF TABLES	v
HIGHLIGHTS	ix
INTRODUCTION	1
GENERAL ACTIVITIES OF THE GRADUATES FIRST AND SECOND YEARS AFTER GRADUATION	5
Activities First Year after Graduation	5
Plans as Seniors	6
Occupational Aspirations as Seniors	10
Choice of Post-secondary Institution as Seniors	13
Occupation of Fathers	17
Education of Fathers	20
Family Income	23
High School Course	24
High School Decile Rank	24
Activities Second Year after Graduation	30
First Year Activities	30
Type School Attended First Year after Graduation	34
ANTICIPATED CONTINUED EDUCATION BUT DID NOT ATTEND	38
Reasons for Not Attending	38
High School Decile Rank	38
Education of Fathers	42
POST-SECONDARY EDUCATIONAL PLANNING AND CHARACTERISTICS OF GRADUATES CONTINUING THEIR EDUCATION	44
Admissions Applications	44

Page

Planned and Actual Institutional Attendance 49

Education of Fathers 49

High School Curriculum 51

High School Decile Rank 56

Family Support 56

Sources of Financial Support 59

Employment While Enrolled 62

Summer Employment 63

Commuting 65

CHARACTERISTICS OF GRADUATES WHO INTERRUPTED THEIR POST-HIGH SCHOOL EDUCATION 66

Withdrawals 66

Reasons for Withdrawing 66

Transfers 70

CHARACTERISTICS OF GRADUATES IN SCHOOL SECOND YEAR AFTER GRADUATION 73

School vs. Work First Year 73

Change in Type School Attended 73

APPENDIX 76

Students' Questionnaire

Parents' Questionnaire

LIST OF TABLES

Table		Page
I.	Activities of Men the First Year after Graduation as Compared with Plans as Seniors	7
II.	Activities of Women the First Year after Graduation as Compared with Plans as Seniors	9
III.	Activities of Men the First Year after Graduation as Compared with Occupational Aspirations as Seniors	11
IV.	Activities of Women the First Year after Graduation as Compared with Occupational Aspirations as Seniors	12
V.	Activities of Men the First Year after Graduation as Compared with Choice of Post-secondary Institution as Seniors	15
VI.	Activities of Women the First Year after Graduation as Compared with Choice of Post-secondary Institution as Seniors	16
VII.	Activities of Men the First Year after Graduation as Compared with Father's Occupation	18
VIII.	Activities of Women the First Year after Graduation as Compared with Father's Occupation	19
IX.	Activities of Men the First Year after Graduation as Compared with Father's Educational Level	21
X.	Activities of Women the First Year after Graduation as Compared with Father's Educational Level	22
XI.	Activities of Men the First Year after Graduation as Compared with High School Curriculum	25
XII.	Activities of Women the First Year after Graduation as Compared with High School Curriculum	26
XIII.	Activities of Men the First Year after Graduation as Compared with High School Decile Rank	27
XIV.	Activities of Women the First Year after Graduation as Compared with High School Decile Rank	28

Table		Page
XV.	Activities of Men the First Year after Graduation as Compared with Activities Second Year after Graduation	31
XVI.	Activities of Women the First Year after Graduation as Compared with Activities Second Year after Graduation	32
XVII.	Comparison of Major Male Activities First and Second Years after High School Graduation	33
XVIII.	Comparison of Major Female Activities First and Second Years after High School Graduation	33
XIX.	Activities of Men Second Year after Graduation as Compared with Type School Attended the Year after Graduation	35
XX.	Activities of Women Second Year after Graduation as Compared with Type School Attended the Year after Graduation	36
XXI.	Reasons for Men not Attending School According to Type School Planned to Attend	39
XXII.	Reasons for Women not Attending School According to Type School Planned to Attend	39
XXIII.	Reasons for Men not Attending School According to High School Decile Rank	40
XXIV.	Reasons for Women not Attending School According to High School Decile Rank	41
XXV.	Number of Post-High School Applications of Males According to Type School Planned to Attend	45
XXVI.	Number of Post-High School Applications of Females According to Type School Planned to Attend	46
XXVII.	Number of Acceptances of Males by Post-High School Institutions According to Number of Applications	47
XXVIII.	Number of Acceptances of Females by Post-High School Institutions According to Number of Applications	48
XXIX.	Type School Attended by Males First Year after Graduation as Compared with Type School Planned to attend	50

Table

		Page
XXX.	Type School Attended by Females First Year after Graduation as Compared with Type School Planned to Attend	50
XXXI.	Type School Attended by Males First Year after Graduation According to Father's Educational Level	52
XXXII.	Type School Attended by Females First Year after Graduation According to Father's Educational Level	53
XXXIII.	Type School Attended by Males First Year after Graduation According to High School Curriculum	54
XXXIV.	Type School Attended by Females First Year after Graduation According to High School Curriculum	55
XXXV.	Type School Attended by Males First Year after Graduation According to High School Decile Rank	57
XXXVI.	Type School Attended by Females First Year after Graduation According to High School Decile Rank	58
XXXVII.	Type School Attended by Males First Year after Graduation According to Amount of First Year Family Support	60
XXXVIII.	Type School Attended by Females First Year after Graduation According to Amount of First Year Family Support	61
XXXIX.	Comparison of the Primary Sources of Financial Aid for Males and Females	62
XL.	Men Working While Attending College First Year According to Type School Attended	63
XLI.	Women Working While Attending College First Year According to Type School Attended	64
XLII.	Percent Earning over Half their Yearly Expenses through Summer Employment According to Type School Attended	64
XLIII.	Percent of Students Commuting by Type School Attended	65
XLIV.	Students Interrupting their Education Before the Second Year According to Type School Attended	67

Table		Page
XLV.	Decile Rank in Class of Graduates Who Interrupted Their Education Before the Second Year	68
XLVI.	Amount of First-Year Financial Aid for Students Who Interrupted Their Education	69
XLVII.	Percent of Transfers According to Type School Attended the Year after Graduation	71
XLVIII.	Percent of Transfer Students Attending Various Type Schools the Second Year after High School Graduation	72
XLIX.	Percent of Second-Year Students Who Were Students the Previous Year by Type School Attended	73
L.	Comparison between the Type School Attended by Males the First and Second Years after Graduation	74
LI.	Comparison between the Type School Attended by Females the First and Second Years after Graduation . . .	75

HIGHLIGHTS

As background for interpretation of the following, it is recommended that the "Preface" and "Introduction" of this report be read. It also is recommended that the entire report be studied by persons deeply interested in college attendance patterns and characteristics of students with certain attendance patterns.

The sample of persons surveyed consisted of one-twelfth of the 57,349 spring 1968 Wisconsin high school seniors who completed the 1968 Senior Survey Questionnaire. The sample was stratified by secondary school. There were returns for 83 percent of the persons for whom addresses were located.

College Attendance Patterns

. . . Based upon the spring 1968 seniors surveyed, it can be expected that, of current Wisconsin high school graduates, about 58 percent can be expected to attend a post-secondary institution the year following graduation and an additional 13 percent will attend a post-secondary institution the second year following graduation.

. . . The proportion of post-secondary attendees by type of institution the year after high school graduation is quite similar to the proportions anticipating as seniors to attend those institutions. The percentage differences by institution were: University of Wisconsin system, +0.9 percent; State University system, +0.5 percent; Vocational-Technical, -1.6 percent; Wisconsin private, +1.2 percent; out-of-state, -1.2 percent; and County Teachers Colleges, 0.2 percent.

. . . A high proportion of the graduates expecting as seniors to continue their schooling as full-time students do so the year following graduation--84.4 percent of the men and 85.2 percent of the women.

. . . A higher proportion of the seniors expected to attend school the year following graduation than actually did--68.6 percent vs. 57.9 percent.

. . . Few students who as seniors plan to work full time attend a post-secondary institution the following fall--6.7 percent of the men and 4.7 percent of the women.

. . . The percent of graduates continuing their education varied according to the type school they planned to attend as seniors. Males planning to attend the University of Wisconsin system and females planning to attend a private in-state college were the most likely to attend some school the year after graduation. Less than 60 percent of the males and females planning to enroll in a vocational-technical school were attending school the year after they were graduated.

. . . There is much less similarity between senior plans and activity the year after graduation for those not planning to attend school. Those not planning to continue their education show little consistency between plans and activities. It would appear seniors either have an "educational" plan or no firm plan when they graduate. The high incidence of movement between schools and between activity categories after the graduates have been out of high school for a year suggests that the "educational" plan is simply a decision as to which school to enter. Further evidence of the unreality of senior plans is found

in the figures which show that, for those planning to attend school, 78 percent of the males and 50 percent of the females hoped to have professional or executive careers--a numerical impossibility based on the current occupational structure in the United States.

Factors Influencing College Attendance

. . . Parents and students apparently desire that there be an upgrading of educational level. While it was found that the proportion of graduates attending school increased as the level of fathers' education increased, 43.5 percent of boys, whose fathers had no education beyond the elementary school, attend a post-secondary institution.

. . . Family income level does not appear to be a factor in the activities of males the first year after graduation but females from average or low income families are less likely to continue their education than are girls from high income families.

. . . High school class rank does not clearly differentiate between those who continue their education and those who do not. Over 38 percent of the male and 46 percent of the female seniors in the bottom 10 percent of their graduating class continued their schooling; these percentages surpass the second and third decile ranks for boys and the first through the sixth decile ranks for girls indicating perhaps that special efforts are being made to identify and aid potentially able but academically unsuccessful (as measured by teacher grades) students.

. . . The relationship between high school rank and attendance at a four-year college is different than would be expected normally. While a higher proportion of graduates in the top 20 percent of their class attended college degree programs than lower ranking students, a higher proportion of graduates in the bottom 20 percent of their class attended four-year colleges than those ranked in the middle of their class. This possibly reflects the results of programs directed at getting "disadvantaged" students into college but it may also reflect that "disadvantaged" and low academic performance have become interpreted as somewhat synonymous. Lower high school achievers might benefit from considering other than college degree programs and more middle achievers could benefit from exploring a wider range of post-high school educational opportunities.

. . . Apparently some persons delay their schooling in order to earn funds for that schooling. Of the men and women working full time the first year after graduation, 11.9 percent of the men and 5.0 percent of the women enrolled in a post-secondary institution the second year after being graduated from high school.

. . . The amount of family support available to the male graduate is a more critical influence on choice of school than is family income level. Males and females with over $2,000 per year available from their families are more likely than others to attend out-of-state colleges. The state-supported institutions are particularly attractive to students with less than $1,000 a year family support. Moreover, 68.6 percent of the students were receiving some assistance from other than

their families with the rest totally dependent on parental support. The majority receiving no help from any source were attending the U.W. Center system, a vocational-technical program, or a State University campus.

. . . "Typing of self" starts early as is noted in the relationship between high school curriculum entered, chosen usually no later than the ninth grade, and the type school attended after graduation. Over 90 percent of graduates from a college preparatory program entered a college degree program. Graduates of a vocational-technical high school program were more likely to enter a college degree program than were graduates of a general program but proportionately few graduates of either program entered college degree programs.

. . . There appears to be a relationship between type school attended and working while attending school. There is a greater probability of males working while attending school if they enroll in the University of Wisconsin system or at a vocational-technical school than if they attend a State University, an out-of-state college, or a private in-state college. The data for women are quite similar except that males work more hours than women and a considerably higher proportion of the men than of the women attending vocational-technical schools work.

. . . Females are less able to earn a similar level of support as do males through summer employment. Students in the U. W. Center system are

more likely to earn a higher proportion of their educational costs through summer employment than is true of students attending other in-state or out-of-state campuses. Nearly 70 percent of the U. W. Center system students earn more than half of their educational expenses for the coming year through summer employment. Any educational system which would require a certain level of student self-support through summer employment should recognize the differences in ability to earn funds during the summer.

. . . Ability to commute to a campus does effect the proportion of students going on for post-secondary education. About 30 percent of the students commute. There appears to be no relationship between the reasons for commuting and estimated family income (high, medium, or low). There is little relationship also between the reasons given for anticipated commuting as seniors and the reasons given for commuting during the first year of attendance. Only the out-of-state institutions have a lower proportion of their Wisconsin students commuting than do the Wisconsin State Universities.

Dropouts and Transfers

. . . The typical dropouts (the persons who leave one school and do not attend another the second year after graduation) are the students who go to school near home (University Centers, State Universities, and vocational-technical schools), who were average (not high or low ranking) high school students, and had less than $1,500 available from their families for the first-year educational costs. About one-quarter of them drop because of inadequate grades; there are no

patterns or characteristics which typify the remaining dropouts. Seven percent of the men and six percent of the women attending a post-secondary institution the first year after high school graduation were not enrolled in any institution the second year.

. . . One of the most surprising findings was that the majority of seniors applied for admission to only one school and just as surprising that no respondent indicated that he or she had failed to be accepted by at least one institution. If it were not for the high transfer figures, it would be tempting to conclude that seniors are able to decide upon the "one best" school for themselves, make application, be accepted and possibly complete their program in their first choice of school. On the surface, it appears that not enough attention is given to the "why" of continuing one's education but rather that the process stops at getting admitted to a school. It would seem seniors have "categorized" themselves as particular "type" students who must attend a particular "type" school only to find out sometime during the first year that either the assessments of self and/or the school were erroneous. Overall after one year, 44.2 percent of the males and 37.1 percent of the females had either dropped from or transferred from the school they first entered.

. . . One-fifth of the males and 16.5 percent of the females who continued their education for a second year transferred. Student mobility cannot be easily explained; one student transferred into a particular type school for just about every student who was transferring

out. It did appear that students were dissatisfied with their first year experience and in transferring they "hoped" to find a better situation.

. . . Of the total group of 1968 graduates, eight percent fewer males and 14 percent fewer females were in some type school the second year after graduation. The attrition rate would have been even greater except that nearly 12 percent of the males and five percent of the females who worked full time the first year after graduation attended school full time the second year. A small percentage of those not continuing a second year had completed one-year non-degree programs.

. . . It appears that geographic proximity of a school is a decided factor in attracting students. However, the current educational structure appears to be adequate to the extent that it allows high school graduates to begin some type of education; the second year mobility figures suggest the need for less specialization among schools the first two years and the need for a system of easier movement from system to system or campus to campus.

INTRODUCTION

This study is a continuation of the Wisconsin Senior Survey which evaluated post-high school expectations of the 1968 graduating high school seniors. The earlier survey sought to determine the proportion of students planning to attend some form of post-high school training. The survey also evaluated the circumstances and conditions which encouraged or discouraged continuing education beyond high school.

The present survey focuses on the actual post-high school activities of the 1968 graduating class. This two-year after graduation follow-up evaluates the consistency of the seniors' stated plans by comparing those plans with their actual post-high school activities. Moreover, the post-high school activities of the 1968 graduates are studied in relation to high school performance and family background variables.

Procedure

The procedures followed in obtaining the original 1968 population of high school seniors are detailed in the Lins[3] report, "Post-Secondary Educational Preferences of High School Seniors." The 1968 Senior Survey consisted of 57,349 completed questionnaires which represented 86.2 percent of the seniors enrolled in Wisconsin private and public schools. The analyses for that report were based on a one-in-six sample of the 57,349 respondents stratified by high school of attendance.

The sample for the report which follows consisted of a random sample of half of the sample used in the original report. It was necessary to

---

[3] Op. cit.

limit the size of the sample because of restrictions on the dollars available and the time it would take to process the data.

The follow-up questionnaire (Appendix A) was developed to obtain information about the 1968 Wisconsin high school seniors' post-secondary activities. A second, and shorter questionnaire (Appendix B), was developed to be sent to the parents of persons in the sample who did not respond.

A three-stage mailing was planned. The first mailing on December 19, 1969, to 4,665 graduates was timed to reach post-secondary attendees while they were home for the Christmas holidays. A second mailing to nonrespondents was made on January 16, 1970. After the second mailing, 2,840 (61%) of the persons in the sample had responded. A third follow-up, February 27, directed to the parents elicited an additional 902 returns. No forwarding address for either the students or parents could be found for 144 graduates. If the number sampled is reduced by 144, then the total number for whom follow-up information was obtained (3,742) represents 83 percent of the 4,521 to whom questionnaires were sent. Incomplete information from 36 persons reduced the number of usable respondents to 3,706, 1,855 males and 1,851 females. The usable sample thus consists of 50.1 percent men and 49.9 percent women whereas the sample from which they were drawn consisted of 50.7 percent men and 49.3 percent women.

For the purpose of covering a variety of possible activities and extended plans of the 1968 graduate, the questionnaire was divided into three parts. The first section was answered by all graduates. The second section was designed for those who attended a post-secondary institution. The third section was to be answered by those who had worked full time for at least one year since graduation.

The first section of the questionnaire asked for the current educational, occupational, and marital status of the 1968 graduate. Question in this section were also designed to obtain information about any post-secondary school the respondent may have attended, consistency between senior plans and activities after graduation, and reasons why graduates failed to follow their senior plans. The number of post-secondary institutions to which applied and by which accepted was also asked for in this section.

The second section of the questionnaire was directed to graduates who pursued post-secondary education or training. Questions were asked about federal and Wisconsin state scholarships and loans, about the percentage of educational costs met through summer and part-time work, and reasons for transferring between schools, dropping from school, and commuting to school.

The third section of the questionnaire was designed for those working full time. This section sought information about the respondents' occupation, job location, and on-the-job training.

The available information from the 1968 survey regarding family background, scholastic performance, and post-high school plans is studied in relation to post-high school behavior. The combining of these two surveys provides information which can help answer a question such as, "Why do certain 'type' high school graduates attend or fail to attend certain 'type' post-high school education or training institutions?"

Definition of Terms

In order to interpret the results of the study it is necessary to understand how the data were coded. Most tables fully describe how the

information was grouped. The one exception is the "type" school attended. For most analyses, the post-secondary institutions were grouped as follows:

I. Out-of-State: California, Colorado, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and all other out-of-state schools.

II. University of Wisconsin Major Campuses: UW-Madison and UW-Milwaukee.

III. University of Wisconsin Centers and Parkside and Green Bay Complexes: UW-Green Bay Complex (Fox Valley, Green Bay, Manitowoc, and Marinette), UW-Parkside Complex (Kenosha, Racine), UW-Marathon (Wausau), UW-Marshfield (Wood County), UW-Rock County (Janesville), UW-Sauk County (Baraboo), UW-Sheboygan, UW-Washington County (West Bend), and UW-Waukesha.

IV. State University Four-year: WSU-Eau Claire, WSU-La Crosse, WSU-Oshkosh, WSU-Platteville, WSU-River Falls, WSU-Stevens Point, WSU-Stout (Menominie), WSU-Superior, and WSU-Whitewater.

V. State University Branches: WSU-Barron County, WSU-Fond du Lac, and WSU-Richland Center.

VI. Vocational-Technical-Adult Schools: Madison Area Technical College, Milwaukee Technical College, and vocational-technical-adult schools other than Madison or Milwaukee.

VII. County Teachers Colleges: Any County Teachers College.

VIII. Private Institutions: Wisconsin private colleges and universities.

IX. Other Private: Any hospital School of Nursing, any theological seminary, any private junior college, and all proprietary schools.

GENERAL ACTIVITIES OF THE GRADUATES
FIRST AND SECOND YEARS AFTER HIGH SCHOOL

Activities First Year After Graduation

The Lins[4] study of the plans of the Spring 1968 high school seniors reported that "64.5 percent of the students (65.7% of the men and 63.3% of the women) expected to attend a post-secondary institution in the fall of 1968."

Apparently a higher proportion of the men and a lower proportion of the women expecting to attend a post-secondary institution responded to the follow-up questionnaire than was true of those not expecting as seniors to attend a post-secondary institution. Of the persons responding to the follow-up questionnaire, 68.6 percent (70.1% of the men and 59.1% of the women) had indicated as seniors that they expected to attend in the fall of 1968.

The proportion of college attendees by type of institution the year after graduation as reported through the follow-up questionnaire are quite similar to the proportions, as anticipated as seniors, reported in the Lins study. They are as follows:

Type of Institution	Expectation as Seniors	Actual Attendance
Out-of-state	11.1	9.9
University of Wisconsin	20.3	21.3
Wis. State Universities	34.9	35.4
Vocational-Technical	18.9	17.3
County Teachers Colleges	0.5	0.7
Wisconsin Private	14.3	15.5
TOTAL	100.0	100.0

[4] Op. cit., p. 7

In Table I and all subsequent tables, unless stated otherwise, the data are presented as a percent rounded to the nearest tenth. In the last column on the right, the total frequency for each row is given followed by the percent this frequency is of the total frequency in the row. For example, in Table I, 1,102 males planned as seniors to attend school full time after graduation; this represents 61.2 percent of the senior men. Under each column is the total frequency for the column and the percent this frequency is of the column frequencies. Referring to Table I again, there were 1,033 seniors who attended school full time the year following graduation; this accounted for the post-high school activity of 57.4 percent of the male graduates.

Plans as Seniors

Of the males who planned to attend school full time, 84.4 percent did so the first year after graduation while two percent were in school part time, 8.2 percent worked full time, 1.1 percent worked part time, 3.7 percent were in the military, and the remaining 0.6 percent were either doing nothing or were traveling. Again referring to the summary figures of Table I, it can be seen that 61.2 percent of the men planned to attend school full time and 57.4 percent did attend full time. The majority of those planning to attend school part time either were full-time students or were working full time. Nearly two-thirds (62.7%) of those planning full-time work did so with most of the remainder (21%) being in the military.

A comparison of the column and row totals shows nearly seven percent more who worked full time than had planned to do so. It can also be seen that more graduates were in the military than was evident from their senior plans.

TABLE I

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH PLANS AS SENIORS

Senior Plans	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
Full-time School	84.4	2.0	8.2	1.1	3.7	.6	1102	61.2
Part-time School	36.9	4.4	39.4	3.1	15.0	1.2	160	8.9
Full-time Work	6.7	1.7	62.7	5.7	21.0	2.2	300	16.7
Part-time Work	10.7	.0	50.0	3.6	32.1	3.6	28	1.6
Military	8.5	2.4	25.6	4.9	57.9	.7	164	9.1
Other	15.2	2.2	52.2	10.8	19.6	.0	46	2.5
Column Total	1033	39	421	48	241	18	1800	
Percent	57.4	2.2	23.4	2.6	13.4	1.0	100.0	100.0

Further analysis from data not presented here shows that 90 percent of the men in school full time had planned full time attendance as seniors. Only 44.7 percent of those working full time had planned to do so and 39.4 percent of those in the military had so planned. Thus while there is relative similarity in the number planning a certain activity and the number engaged in that activity, only for those who planned to attend school full time was there as high a proportion as 50 percent who were engaged in the activity planned as high school seniors. On the other hand, 10 percent of the full time students had other plans as seniors.

Eighty-five percent of the girls planning to attend school full time were doing so the year after graduation with an additional 9.9 percent working full time (Table II). Nearly 80 percent of the girls working full time had planned to do so as seniors and slightly more than half (53.9%) of the 20 girls planning to enter the military had done so; these are included in "other" in the Table.

A comparison of the column and row totals indicates that five percent less attended school full time and seven percent more worked full time than had planned. Over twice as many girls had married than thought they would.

Further analysis, from data not shown in the Table, indicates that 93 percent of the girls attending school full time had planned to do so as seniors. Nearly two-thirds (63%) of those working full time had such a plan as seniors. Thus only a small percentage (7%) of those not planning on full-time school became full-time students. One-third of the females working full time had other plans as seniors. As was true for males, there is a similarity in the total number of students planning to engage in a certain activity. Of the respondents, 68.6 percent of the men and women planned to

TABLE II

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH PLANS AS SENIORS

Senior Plans	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
Full-time School	85.2	1.7	9.9	1.8	.6	.8	1073	59.1
Part-time School	25.2	6.8	56.4	3.4	4.1	4.1	147	8.1
Full-time Work	4.7	1.4	79.3	3.6	5.7	5.3	494	27.2
Part-time Work	10.7	.0	25.0	17.8	28.6	17.9	28	1.5
Get Married	11.1	.0	41.7	5.6	33.3	8.3	36	2.0
Other	12.8	.0	46.2	10.3	7.7	23.0	39	2.1
Column Total	986	35	621	54	61	60	1817	
Percent	54.3	1.8	34.2	3.0	3.4	3.3	100.0	100.0

attend school full time or part time after graduation; 57.9 percent actually did.

Seventy-nine percent of the females and 67 percent of the males were actually engaged in the general activity they had planned as seniors. There are apparently a number of factors which create the uncertainty in the plans of high school seniors. The uncertainty might lead to various frustrations for these people.

Occupational Aspirations as Seniors

In Tables III and IV comparisons are made of male and female occupational aspirations as compared with their activities the first year after high school graduation. The number of males represented is less than for Table I because of missing data. There were approximately 10 percent of those going to school full time, working full time, and in the military for whom data on occupational aspirations were missing. These are the three major activities of the males. It can be seen from Table III that 80 percent of those aspiring to a professional occupation attended school full time. Nearly half of those aspiring to occupations as craftsmen, in industry, and as farmers were working full time. Those in the military tend to represent males with quite divergent occupational aspirations.

Seventy-eight percent of the men enrolled in school full time hoped to have professional or executive careers. Fifty-five percent of those working full time aspired to careers in industry or desired to become craftsmen or farmers. The disproportionately large number (733) aspiring to professional occupations as seniors is reduced to 588 if one considers those going to school full time as still having a chance to achieve their goals. This

TABLE III

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH OCCUPATIONAL ASPIRATIONS AS SENIORS

Occupational Aspiration	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
Office Work	57.5	2.1	25.5	2.1	12.8	.0	47	3.0
Professional	80.2	1.8	8.9	1.8	6.7	.6	733	46.0
Executive	73.6	3.1	12.2	.5	9.1	1.5	197	12.4
Craftsman	25.9	2.8	47.7	2.8	20.8	.0	212	13.3
Salesman	50.0	5.6	19.4	2.8	16.7	5.5	36	2.3
Industry	20.6	1.9	45.2	5.2	25.8	1.3	155	9.7
Service	38.4	.9	37.5	2.7	19.6	.9	112	7.0
Business	33.3	4.8	21.4	7.1	31.0	2.4	42	2.6
Farmer	28.8	6.8	50.8	5.1	8.5	.0	59	3.7
Column Total	939	38	360	39	203	14	1593	
Percent	58.9	2.4	22.6	2.5	12.7	.9	100.0	100.0

529

TABLE IV

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH OCCUPATIONAL ASPIRATIONS AS SENIORS

Occupational Aspiration	Full-time School	Part-time School	Full-time Work	Part-time Work	Housewife	Other	Row Total	
	%	%	%	%	%	%	No.	%
Office Work	21.3	1.9	63.8	3.4	5.0	4.6	536	32.1
Professional	81.9	1.8	13.2	1.2	.8	1.1	846	50.6
Executive	67.7	.0	29.4	.0	2.9	.0	34	2.0
Craftsman	30.0	10.0	30.0	10.0	.0	20.0	20	1.2
Salesman	36.0	.0	56.0	4.0	.0	4.0	25	1.5
Industry	11.1	1.4	70.8	2.8	6.9	7.0	72	4.3
Service	55.7	1.7	30.4	7.0	3.5	1.7	115	6.9
Business	50.0	7.2	14.3	7.1	7.1	14.3	14	.8
Farmer	30.0	.0	40.0	10.0	20.0	.0	10	.6
Column Total	927	31	576	43	47	48	1672	
Percent	55.6	1.9	24.5	2.6	2.8	2.7	100.0	100.0

130

represents a shift from 46 percent aspiring for professional careers as seniors to 37 percent pursuing this objective a few months later. Data to be presented later in this report regarding college attrition will further reduce the likelihood of even this large a percent achieving a professional career objective. It can be safely hypothesized that the majority of senior males' occupational aspirations are unrealistic or that there is a tendency to delay preparation for one's career objective.

As might be expected, a high proportion (32%) of the females hoped for office occupations but, quite unexpectedly, half the girls aspired to professional careers; 82 percent of this latter group enrolled in school full time. Combining the figures for boys and girls who aspire to professional occupations and comparing the total with the estimate that less than 15 percent of the present occupational structure consists of professional occupations, there is serious doubt as to the validity of seniors' aspirations in predicting their achievements. There is evidence, however, that some high school seniors may be postponing college entrance since 25 percent of the men who were working full time, 36 percent of the men working part time, and 33 per cent of the men in the military hope to be in professional or executive positions. Twenty-one percent of the women who worked full time, 23 percent of the women who worked part time, and 17 percent of the married women aspire to a professional or executive career.

Choice of Post-Secondary Institution as Seniors

As high school seniors, the persons in the study were asked the type of school they desired to attend. Of those who indicated a choice of

school, 80 percent of the men and 80 percent of the women were enrolled full time the year following graduation (Tables V and VI). An additional two percent were enrolled part time.

The percent of men attending some school full time in relation to the type school planned to attend ranges from a high of 88.6 percent of those planning to attend the University of Wisconsin-Madison or Milwaukee to a low of 56.4 percent of those planning to attend a vocational-technical school. Only four males planned to attend a County Teachers College.

From the totals one notes that about 25 percent of the men who had a choice of college planned to attend a U. W. campus or Center and 36 percent planned to attend a State University campus or Branch. Nearly 11 percent planned to attend an out-of-state college and slightly over 6 percent a private in-state college. Nearly 19 percent planned to attend a vocational-technical school.

Disregarding the few females who planned to attend a County Teachers College or a State University Branch, the percent of girls attending some school full time in relation to the type school they planned to attend as seniors ranged from 94.5 percent of those planning to attend a private in-state college to 59.1 percent of those whose choice of college was a vocational-technical school. About the same percentage (34%) of females as of males planned to attend a State University campus but about eight percent fewer girls planned to attend a University of Wisconsin campus or Center.

A comparison between the type school seniors planned to attend and their activities two years after graduation showed almost identical results as the comparison with activities one year after graduation. Data to be presented later in this report demonstrate that there is considerable

TABLE V

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH CHOICE OF POST-SECONDARY INSTITUTION AS SENIORS

Type School Desired	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
Out-of-state	83.1	2.2	11.0	1.5	2.2	.0	136	10.9
UW-Mad./Milw.	88.6	3.3	4.7	1.0	1.0	1.4	211	16.9
UW - Center	84.2	1.0	7.9	2.0	4.9	.0	101	8.1
State Univ.	87.0	2.1	6.0	1.2	3.5	.2	432	34.6
SU - Branch	83.3	.0	11.1	.0	.0	5.6	18	1.4
Voc.-Tech.	56.4	3.9	26.9	2.1	9.4	1.3	234	18.7
County Coll.	50.0	.0	25.0	.0	25.0	.0	4	.3
Private Coll.	81.0	1.3	12.7	.0	2.5	2.5	79	6.3
Nurs./Prop.	74.3	5.7	17.1	.0	2.9	.0	35	2.8
Column Total	1000	32	141	16	51	10	1250	
Percent	80.0	2.5	11.3	1.3	4.1	.8	100.0	100.0

533

TABLE VI

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH CHOICE OF POST-SECONDARY INSTITUTION AS SENIORS

Type School Desired	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
Out-of-state	74.4	3.4	17.1	.8	1.7	2.6	117	9.7
UW-Mad./Milw.	89.0	.8	7.8	.8	.0	1.6	128	10.8
UW - Center	86.3	2.7	9.6	.0	.0	1.4	73	6.2
State Univ.	89.3	1.5	6.7	1.0	.5	1.0	403	34.0
SU - Branch	57.1	14.3	28.6	.0	.0	.0	7	.6
Voc.-Tech.	59.1	2.0	33.0	2.9	2.0	1.0	203	17.1
County Coll.	100.0	.0	.0	.0	.0	.0	6	.5
Private Coll.	94.5	.0	4.4	1.1	.0	.0	91	7.7
Nurs./Prop.	70.5	5.0	17.6	5.0	1.3	.6	159	13.4
Column Total	952	26	165	21	10	13	1187	
Percent	80.3	2.2	14.0	1.8	.8	.9	100.0	100.0

movement from work to school, from school to work, and from one post-high school institution to another during the first and second years after high school graduation. However, the relative number of graduates in a particular activity remained constant.

Occupations of Fathers

From the totals to the right in Tables VII and VIII, one notes that the fathers of the 1968 graduates hold positions in all nine classifications found in the Dictionary of Occupational Titles. The greatest concentration (22.6% for the men and 24.0% for the women) is in the industrial classification, essentially blue-collar jobs. The remaining categories except office (4.1%) account for between 7.6 percent and 13.4 percent of the occupations of the fathers of the men. The column representing the percent going to school full time indicates that all categories are represented but that there is a variation in the percent of the sons going to school full time. Nearly half the sons of industrial workers and farmers attended full time as compared with 82.4 percent of professional workers' sons. Sons of workers in all classifications worked full time or were in the military with a greater proportion of craftsmen, industrial, service, and farmers' sons working and of industrial, service, craftsmen and office workers' sons in the military.

The distribution of fathers' occupations of the girls is somewhat similar to the distribution for boys. It can be noted also under the full-time school column in Table VIII that the percent of daughters going to school according to father's occupation is similar to that for boys. About the same percentage of daughters and sons of professional, service,

TABLE VII

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH FATHER'S OCCUPATION

Father's Occupation	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Military %	Other %	Row Total No.	Row Total %
Office Work	60.0	3.1	18.5	4.6	13.8	.0	65	4.1
Professional	82.4	1.8	8.5	1.2	5.5	.6	165	10.3
Executive	71.2	2.8	15.3	.9	9.3	.5	215	13.4
Craftsman	50.5	2.1	26.3	2.6	15.8	2.7	190	11.9
Salesman	66.9	1.5	18.5	2.3	10.0	.8	130	8.1
Industry	46.5	1.4	29.6	3.1	18.6	.8	361	22.6
Service	56.5	2.0	23.4	.6	16.2	1.3	154	9.6
Business	66.4	2.5	17.2	3.3	9.8	.8	122	7.6
Farmer	49.0	2.5	34.9	2.5	11.1	.0	198	12.4
Column Total	944	33	366	36	207	14	1600	
Percent	59.0	2.1	22.9	2.2	12.9	.9	100.0	100.0

38

TABLE VIII

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH FATHER'S OCCUPATION

Father's Occupation	Full-time School	Part-time School	Full-time Work	Part-time Work	Housewife	Other	Row Total	
	%	%	%	%	%	%	No.	%
Office Work	57.4	.0	35.2	1.8	1.9	3.7	54	3.2
Professional	82.8	1.4	10.3	.7	3.4	1.4	145	8.8
Executive	64.1	4.1	25.6	1.6	2.1	2.5	242	14.7
Craftsman	48.0	1.0	40.9	4.6	3.0	2.5	198	12.0
Salesman	65.6	2.1	27.1	1.0	2.1	2.1	96	5.8
Industry	39.7	2.3	45.2	4.0	4.5	4.3	396	24.0
Service	58.5	1.6	29.3	3.2	3.7	3.7	188	11.4
Business	64.3	2.7	26.8	1.8	2.7	1.7	112	6.8
Farmer	47.0	.4	40.2	3.7	5.0	3.7	219	13.3
Column Total	906	32	555	48	58	51	1650	
Percent	55.0	1.9	33.6	2.9	3.5	3.1	100.0	100.0

37 003

business, and farmer fathers work full time. Between one and one-half and two times as many daughters as sons of fathers employed in office, executive, craftsmen, salesmen, and industrial occupations work full time. The male counterparts of these girls are probably in the military.

Education of Fathers

If the father's educational level of male graduates as presented in Table IX is compared with the percent going to school full time, working full time, and in the military, a definite pattern emerges. The more education the father has achieved the more likely his son is to be going to school full time and the less likely the son is to be either working full time or in the military. The fact that 43.6 percent of the sons whose fathers had no education beyond elementary school are going to school full time should also be noted. Continued education on a full time basis seems to be valued regardless of the fathers' educational achievements.

The same comparison between fathers' educational level and activity the second year after graduation points out one major shift. Ten percent fewer graduates are going to school full time and nearly all 110 students are now in the military. However, few sons of fathers with the highest and lowest levels of education have left school; it is the middle five educational levels which account primarily for the 10 percent shift.

The pattern for girls is similar to that for boys with nearly all their activities concentrated in either full time school or work (Table X). In the second year after graduation, about 200 girls (14%) fewer are in school. About half of these are working full time and half have become full-time housewives. Nearly all the girls who married were daughters of fathers having

TABLE IX

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH FATHER'S EDUCATIONAL LEVEL

Father's Educational Level	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
No HS	43.6	2.1	32.5	3.4	16.7	1.7	234	14.2
Some HS	44.1	1.8	30.4	3.0	18.6	2.1	338	20.5
HS Grad.	59.4	1.6	24.1	2.2	12.1	.6	497	30.1
Voc.-Tech.	60.7	2.8	21.9	1.1	13.5	.0	178	10.7
College	71.2	2.7	16.5	2.7	6.2	.7	146	8.8
BA/BS	80.1	1.9	7.7	3.2	5.8	1.3	156	9.4
Post-BA/BS	83.6	1.0	6.7	2.9	5.8	.0	104	6.3
Column Total	970	32	381	43	210	17	1653	
Percent	58.7	1.9	23.1	2.6	12.7	1.0	100.0	100.0

TABLE X

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH FATHER'S EDUCATIONAL LEVEL

Father's Educational Level	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
No HS	39.4	1.8	45.7	4.1	4.5	4.5	269	16.0
Some HS	48.2	2.2	38.9	3.1	4.2	3.4	357	21.2
HS Grad.	49.2	1.8	38.1	3.9	3.7	3.3	457	27.2
Voc.-Tech.	52.4	1.6	38.7	2.6	1.6	3.1	191	11.4
College	73.4	3.0	17.6	1.8	2.4	1.8	165	9.8
BA/BS	81.1	2.7	13.5	.7	1.3	.7	148	8.8
Post-BA/BS	85.3	.0	9.5	.0	2.1	3.1	95	5.6
Column Total	925	33	568	49	55	52	1682	
Percent	55.0	2.0	33.8	2.9	3.2	3.1	100.0	100.0

40

a high school education or less. The girls who changed from full-time students to full-time workers were about equally distributed among the educational level categories except that no daughter left school whose father had achieved an education beyond the Bachelors degree.

Family Income

When the graduates were seniors, they were asked to estimate their family income level as either high, average, or low. Twenty-nine percent of the men (N = 489) estimated high, 65 percent (N = 1074) average, and six percent (N = 85) low. For those who estimated high income, 63 percent were going to school full time, 20 percent were working full time, and 13 percent were in the military. Fifty-four percent of those with average income estimates were in school, 25 percent were working, and 14 percent were in the military. Fifty-eight percent with low estimates were in school, 19 percent were working, and 15 percent were in the military. The income level estimate did not appear to be a decisive factor in the first year after graduation activities of males.

Twenty-six percent (N = 456) of the girls estimated a high family income level, 59% (N = 1186) an average income, and four percent (N = 70) a low income estimate. For those with a high estimate, after one year 68 percent were in school and 16 percent were working. Forty-nine percent of those with an average income estimate were in school and 38 percent were working. About the same situation existed for those with a low income estimate. Thus for girls, if the family income estimate was high, the girl was more likely to attend school and less likely to work than if the income estimate were average or low.

High School Course

In Table XI, one notes that males who took a college preparatory program in high school are twice as likely to be in school full time as are those who took either a general or a vocational-technical program. They are also about four times less likely to be working or in the military. Of the senior men, 45.6 percent completed the college preparatory program in high school, 38.6 percent completed the general course, and 15.0 percent completed a vocational-technical program.

The data in Table XII, similar to that for males, suggests that females completing a college preparatory program are twice as likely to be in school as girls in general or vocational-technical programs. There is a greater tendency for girls in high school to take a vocational-technical course than is true of men (20.3 percent and 15.0 percent respectively).

High School Decile Rank

As can be seen in the column on the right in both Tables XIII and XIV, there are not 10 percent of the students in each decile category. This occurs due to two factors. One notes that the distribution for men is more evenly distributed than for girls, particularly at the extremes. There is a tendency for girls to rank higher in their high school classes than do the boys. Secondly, a higher proportion of the graduates from the top decile high school ranks responded to the follow-up questionnaire than did those from the lowest decile ranks. The proportion of the men and women respondents, combined by high school decile rank, is as follows:

TABLE XI

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH HIGH SCHOOL CURRICULUM

High School Curriculum	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
General	36.4	2.4	36.5	4.3	18.3	2.1	671	38.6
College Prep.	82.2	1.5	9.0	1.1	5.8	.4	791	45.6
Voc.-Tech.	40.8	3.8	31.9	2.7	20.8	.0	260	15.0
Other	42.9	7.2	35.7	7.1	7.1	.0	14	.8
Column Total	1006	39	404	46	224	17	1736	
Percent	58.0	2.2	23.3	2.6	12.9	1.0	100.0	100.0

V43

TABLE XII

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH HIGH SCHOOL CURRICULUM

High School Curriculum	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
General	37.3	2.7	44.6	5.2	5.5	4.7	597	33.9
College Prep.	80.1	2.1	14.8	1.0	.8	1.2	765	43.4
Voc.-Tech.	31.3	.8	56.2	3.6	3.9	4.2	358	20.3
Other	38.1	.0	42.8	2.4	14.3	2.4	42	2.4
Column Total	964	35	598	53	59	53	1762	
Percent	54.7	2.0	33.9	3.0	3.4	3.0	100.0	100.0

TABLE XIII

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH HIGH SCHOOL DECILE RANK

Decile Rank in High School Class	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
9	91.3	.5	4.9	1.1	2.2	.0	184	10.2
8	83.9	1.3	5.2	1.9	7.1	.6	155	8.6
7	83.5	2.8	11.4	.6	1.7	.0	176	9.7
6	69.4	2.1	19.4	2.1	5.6	1.4	144	8.0
5	63.7	1.9	19.4	1.2	12.5	1.3	160	8.9
4	57.3	1.9	24.4	1.4	13.1	1.9	213	11.7
3	44.8	4.0	30.8	2.0	18.4	.0	201	11.1
2	33.0	3.4	34.0	3.4	23.3	2.9	206	11.4
1	22.1	2.4	42.7	7.8	23.5	1.5	204	11.3
0	38.4	.6	35.4	4.3	21.3	.0	164	9.1
Column Total	1035	39	425	48	242	18	1807	
Percent	57.3	2.2	23.5	2.6	13.4	1.0	100.0	100.0

45

TABLE XIV

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH HIGH SCHOOL DECILE RANK

Decile Rank in High School Class	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
9	83.7	1.1	11.4	1.0	.4	.4	280	15.4
8	69.2	1.5	23.1	1.1	1.9	1.2	263	14.5
7	61.9	2.2	31.8	1.4	2.7	.9	223	12.3
6	57.6	1.5	35.9	2.5	1.0	1.5	198	10.9
5	44.4	1.6	42.9	2.6	6.4	2.1	189	10.4
4	40.4	.6	46.2	2.9	3.5	6.4	171	9.4
3	34.1	6.5	41.3	4.4	6.5	7.2	138	7.6
2	27.0	3.2	48.4	4.8	8.7	7.9	126	6.8
1	14.9	2.3	58.6	9.2	5.8	9.2	87	4.8
0	46.5	.7	37.5	6.9	2.8	5.6	144	7.9
Column Total	986	35	623	94	61	60	1819	
Percent	54.2	1.9	34.2	5.0	3.4	3.3	100.0	100.0

Decile Rank	Percent
90-99	12.8
80-89	11.5
70-79	11.0
60-69	9.4
50-59	9.6
40-49	10.6
30-39	9.4
20-29	9.2
10-19	8.0
0-9	8.5

Both boys and girls show an increasing tendency to be in school full time as their rank in class rises, except for the lowest decile rank. Over 38 percent of the males and 46 percent of the females in the bottom ten percent of their class were in school full time - a figure surpassing the second and third decile ranks for boys and the first through the sixth decile ranks for girls. This may reflect special efforts to identify and aid potentially able but failing (as measured by teacher grades) pupils.

The percent of males working full time and males in the military correspond to class rank as well; the students with increasingly better grades are less apt to be working or to be in the military.

Activities Second Year After Graduation

First Year Activities

Seven percent fewer males were attending school full time the second year after graduation than was true the first year after graduation (Table XV); it would appear most of these are in the military, which has risen from 13.5 percent the first year to 19.6 percent the second year. The percentage in full-time work did not change much (from 23.4% to 24.7%).

The loss among women attending school full time was greater than for men - from 54.4 percent to 40.5 percent (Table XVI). The primary gains were in full-time work (from 34.2% to 41.3%) and in married or housewife (from 4.5% to 10.9%).

Apparently some persons do delay their schooling in order to earn funds for that schooling. Of the men working full time the first year after graduation, 11.9 percent were enrolled in school full time the second year (Table XVII). Of the women working full time the first year after graduation, 5.0 percent were enrolled full time the second year (Table XVIII).

The comparisons of Tables XVII and XVIII are quite interesting. Only the three major post-high school activities are included in those tables; consequently, the percentages do not equal 100. The tables need to be interpreted carefully. For example, 11.9 percent of the men working full time the first year were enrolled in school full time the second year, and 11.0 percent of the men enrolled full time the first year were working full time the second year. This might be interpreted as there being an almost equal exchange. However, there were more than twice as many males leaving school as entered.

TABLE XV

ACTIVITIES OF MEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH ACTIVITIES SECOND YEAR AFTER GRADUATION

Second Year Activity	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
Full-time School	92.6	.6	5.6	.3	.4	.5	894	50.0
Part-time School	48.4	38.7	6.5	3.2	3.2	.0	31	1.7
Full-time Work	25.5	2.9	63.9	4.1	2.9	.7	443	24.7
Part-time Work	50.0	5.3	15.8	21.0	2.6	5.3	38	2.1
Military	12.5	2.0	17.9	4.0	63.1	.5	352	19.6
Other	29.4	.0	44.1	8.8	.0	17.7	34	1.9
Column Total	1029	39	419	47	241	17	1792	
Percent	57.4	2.2	23.4	2.6	13.5	.9	100.0	100.0

TABLE XVI

ACTIVITIES OF WOMEN THE FIRST YEAR AFTER GRADUATION
AS COMPARED WITH ACTIVITIES SECOND YEAR AFTER GRADUATION

Second Year Activity	Full-time School	Part-time School	Full-time Work	Part-time Work	Housewife	Other	Row Total	
	%	%	%	%	%	%	No.	%
Full-time School	94.0	.7	4.2	.6	.1	.4	733	40.5
Part-time School	31.9	22.2	25.9	.0	.0	.0	27	1.5
Full-time Work	31.5	2.4	61.7	2.8	.5	1.1	746	41.3
Part-time Work	34.8	4.4	26.1	30.4	.0	4.3	46	2.5
Housewife	11.6	1.8	40.8	6.1	34.2	5.5	164	9.1
Other	12.0	1.1	44.5	5.4	.0	37.0	92	5.1
Column Total	983	35	618	54	61	57	1808	
Percent	54.4	1.9	34.2	3.0	3.4	3.1	100.0	100.0

TABLE XVII

COMPARISON OF MAJOR MALE ACTIVITIES
FIRST AND SECOND YEARS AFTER HIGH SCHOOL GRADUATION

Second Year Activity	Activity the First Year after Graduation		
	Full-time School	Full-time Work	Military
	%	%	%
Full-time School	80.5	11.9	1.7
Full-time Work	11.0	67.5	5.4
Military	4.3	15.0	92.2
Total Frequency	1029	4.9	241

TABLE XVIII

COMPARISON OF MAJOR FEMALE ACTIVITIES
FIRST AND SECOND YEARS AFTER HIGH SCHOOL GRADUATION

Second Year Activity	Activity the First Year after Graduation		
	Full-time School	Full-time Work	Married or Housewife
	%	%	%
Full-time School	70.0	5.0	2.5
Full-time Work	23.9	74.4	4.9
Married or Housewife	2.3	13.4	90.1
Total Frequency	983	618	81

As pointed out, Table XVIII suggests little movement to full-time school among females during the second year. Nearly 24 percent of the full-time students in the first year are working and over two percent have married. It may well be that most of the girls who changed from schooling to work completed one-year programs. The data in Table XX sheds some light on this possibility.

Type School Attended First Year After Graduation

The greatest percentage of male students (91.0) still in school full time is of those who went to out-of-state colleges in the fall following graduation (Table XIX). The University, its centers, and the State University schools average around 78 percent remaining in school full time and 11 percent or so going to work full time. Less than half (45.4%) of the students in an area vocational-technical college remain in full-time attendance; it is conceivable that the 35 percent who have gone to work have completed terminal programs. Eighty-five percent of those originally going to Wisconsin private colleges continue as full-time students. It is important to stress that these figures are not indicative of students remaining in the same type school full time. The transfer data presented later in this report will provide information regarding inter-school mobility.

Out-of-state colleges do not have the effect of promoting the continuity of full-time study among females as among males (Table XX). About 71 percent of girls going out-of-state their first year are attending school full time the second year. The University of Wisconsin system and the State University system have comparable figures for females and males. The area vocational-technical schools either have females predominately enrolled in

TABLE XIX

ACTIVITIES OF MEN SECOND YEAR AFTER GRADUATION
AS COMPARED WITH TYPE SCHOOL ATTENDED THE YEAR AFTER GRADUATION

Type School Attended	Full-time School	Part-time School	Full-time Work	Part-time Work	Military	Other	Row Total	
	%	%	%	%	%	%	No.	%
Out-of-state	91.0	.8	3.3	.8	2.5	1.6	122	10.3
UW-Mad./Milw.	78.9	3.6	12.4	1.0	3.6	.5	194	16.4
UW - Center	77.9	3.2	10.5	2.1	6.3	.0	95	8.1
State Univ.	77.9	1.7	11.0	2.0	6.4	1.0	407	34.5
SU - Branch	60.0	.0	26.6	6.7	6.7	.0	15	1.3
Voc.-Tech.	45.4	4.0	35.2	4.0	9.2	2.2	227	19.2
County Coll.	33.3	.0	66.7	.0	.0	.0	3	.3
Private Coll.	85.0	1.3	5.0	1.2	7.5	.0	80	6.8
Other Private	59.5	.0	21.6	.0	18.9	.0	37	3.1
Column Total	858	28	181	24	77	5	1180	
Percent	72.7	2.4	15.4	2.0	6.5	1.0	100.0	100.0

TABLE XX

ACTIVITIES OF WOMEN SECOND YEAR AFTER GRADUATION
AS COMPARED WITH TYPE SCHOOL ATTENDED THE YEAR AFTER GRADUATION

Type School Attended	Full-time School %	Part-time School %	Full-time Work %	Part-time Work %	Housewife %	Other %	Row Total No.	Row Total %
Out-of-state	71.2	2.9	19.2	1.9	1.9	2.9	104	9.4
UW-Mad./Milw.	81.2	3.3	12.3	.8	.8	1.6	122	11.0
UW - Center	75.7	2.7	16.2	2.7	2.7	.0	74	6.7
State Univ.	79.9	.3	15.1	1.3	2.6	.8	378	34.2
SU - Branch	77.8	.0	11.1	.0	11.1	.0	9	.8
Voc.-Tech.	24.3	3.0	62.1	3.0	4.7	2.9	169	15.3
County Coll.	57.2	7.1	28.6	.0	7.1	.0	14	1.3
Private Coll.	84.9	.0	8.1	5.8	1.2	.0	86	7.8
Other Private	29.8	2.6	58.3	2.0	4.0	3.3	151	13.5
Column Total	705	20	309	23	32	18	1107	
Percent	63.7	1.8	27.9	2.1	2.9	1.6	100.0	100.0

one-year programs or almost twice as many females as males withdraw and go to work. The section of this study dealing with reasons for withdrawal according to type program may clarify this.

ANTICIPATED CONTINUED EDUCATION BUT DID NOT ATTEND

Reasons for Not Attending

As shown in Table XXI, there were only 71 males, less than four percent of the sample of graduates, who had planned to attend school the year following graduation but did not. Therefore just the frequency of response is given. Nearly half, 34, of those not continuing had planned to attend a vocational-technical school. Ten of these lacked sufficient funds and 10 were drafted. Of the 17 who did not attend a State University, money was a problem for four and the military for seven. Failure to be accepted and living accomodations was not cited by anyone as a factor in changing their plans.

Of the 89 girls who changed their plans (Table XXII), 36 had planned to attend a vocational-technical school, 19 a nursing or private proprietary school, and 17 a State University campus. Money was a deterring factor for 18 girls, marriage for 12, and saving money for marriage was the reason given by 25. These 89 girls represented less than five percent of the sample of 1968 graduates.

High School Decile Rank

The 347 males not continuing their education represent 19 percent of the sample of male graduates. The majority of those who didn't continue their education were in the lowest decile ranks in their class (Table XXIII). There does not seem to be any pattern or relationship between class rank and reasons for not going to school. It should be kept in mind that apparently a higher proportion of the college going than of the non-college going returned questionnaires.

TABLE XXI

REASONS FOR MEN NOT ATTENDING SCHOOL
ACCORDING TO TYPE SCHOOL PLANNED TO ATTEND

Reasons	Out-of-state	UW-Mad. /Milw.	UW - Center	State Univ.	SU - Branch	Voc.- Tech.	Priv. Coll.	Total
Lacked Money	1	1	2	4	0	10	0	18
Military	1	1	1	7	0	10	1	22
Marriage	2	0	0	2	1	3	0	8
Other	3	3	0	4	1	11	1	23
TOTAL	8	5	3	17	2	34	2	71

TABLE XXII

REASONS FOR WOMEN NOT ATTENDING SCHOOL
ACCORDING TO TYPE SCHOOL PLANNED TO ATTEND

Reasons	Out-of-state	UW-Mad. /Milw.	UW - Center	State Univ.	SU - Branch	Voc.- Tech.	Priv. Coll.	Nurs. /Prop.	Total
Lacked Money	1	3	1	3	0	3	1	6	18
Marriage	0	0	0	3	0	6	0	3	12
Planning Mar.	1	2	0	4	1	12	0	5	25
Other	3	1	3	6	0	15	1	5	34
TOTAL	5	6	4	16	1	36	2	19	89

TABLE XXIII

REASONS FOR MEN NOT ATTENDING SCHOOL
ACCORDING TO HIGH SCHOOL DECILE RANK

Reasons	Decile Rank										Row Total	
	0	1	2	3	4	5	6	7	8	9	No.	%
Money for School	3	7	8	4	1	5	3	0	0	0	31	8.9
Military	20	36	27	19	25	14	5	0	9	3	158	45.5
Marriage	1	0	3	1	3	0	0	1	0	0	9	2.6
Family Support	4	0	0	3	2	0	0	0	1	0	10	2.9
Engaged	4	5	3	3	1	0	4	2	0	0	22	6.3
Unneeded	3	5	4	3	4	3	2	3	0	1	28	8.1
Other	12	14	16	7	12	9	9	5	3	2	89	25.7
TOTAL	47	67	61	40	48	31	23	11	13	6	347	100.0

TABLE XXIV

REASONS FOR WOMEN NOT ATTENDING SCHOOL
ACCORDING TO HIGH SCHOOL DECILE RANK

Reasons	Decile Rank										Row Total	
	0	1	2	3	4	5	6	7	8	9	No.	%
Money for School	8	3	5	5	6	6	3	2	5	3	46	9.9
Military	0	0	3	1	2	2	2	0	0	0	10	2.2
Marriage	3	3	12	3	4	10	2	5	5	3	50	10.7
Wouldn't Borrow	0	0	2	1	2	3	2	0	4	2	16	3.4
Engaged	9	15	21	15	10	16	17	11	10	4	128	24.5
Unneeded	4	4	6	6	10	7	9	9	9	1	65	14.0
Other	16	13	12	18	21	16	17	15	17	6	151	35.3
TOTAL	40	38	61	49	55	60	52	42	50	19	466	100.0

2962

The 466 females not continuing their education represented 26 percent of the sample of graduates (Table XXIV). Unlike males, females in the higher decile ranks were as likely not to continue as were those in the lower decile ranks. Other than those graduating in the top decile rank in their class, roughly 10 percent of the girls in each decile rank did not continue. About four percent of the girls in the highest decile rank did not continue

Education of Fathers

Data not presented in tabular form regarding the fathers' educational level of those not going to school the year after graduation shows 6.5 percent were college graduates, 17 percent had some post-high school education, thirty percent were high school graduates, and 47 percent had less than a high school education. Moreover, 27 percent of those who didn't continue estimated their family income as high, 68 percent estimated an average family income, and five percent estimated a low income.

In summary one cannot generalize regarding the relationship between class rank, father's education, and family income and whether high school graduates continue their education since the income estimates, father's education, and decile rank figures are similar for those who continue and those who do not. There were only 45 males (2.5%) who went to school who had not planned to do so as seniors. Thirty-five of these students were in the five lowest decile ranks. Two-thirds went to a vocational-technical school and 23 percent entered the State University System. Their father's educational level and the estimate of family income were distributed similarly to the total sample. Among those changing their plans were 10 who found

jobs which let them attend, six who were rejected by the military, and four who wanted to stay out of the draft; the remainder gave various other reasons.

Thirty-nine females changed their plans and went to school. They were evenly distributed according to decile rank, father's education, and had family incomes comparable to the total sample. There was no pattern of reasons given by girls for changing their plans.

POST-SECONDARY EDUCATIONAL PLANNING AND CHARACTERISTICS OF GRADUATES CONTINUING THEIR EDUCATION

Admissions Applications

The majority of males planning to attend school applied to only one school (Table XXV). Students planning to attend out-of-state institutions were more likely to make multiple applications. Half of the students planning to attend a private in-state college or a proprietary school made only one application whereas nearly 60 percent of those planning to attend the University of Wisconsin at Madison or Milwaukee made but one application. Apparently eight percent of those planning to attend a vocational-technical school planned to "walk-in" without applying. Females presented a similar picture as males regarding the type school they planned to attend and the number of applications they made (Table XXVI).

Boys in the higher decile ranks were slightly more likely to make multiple applications (30%) than were those in the lower ranks (25%). About 30 percent of the girls in the higher ranks made multiple applications as compared with 15 percent at the lower decile ranks in class.

As seen in Table XXVII, nearly all males (98%) who made only one application were accepted. It can also be seen that few who applied failed to receive at least one acceptance and that the majority of those who made multiple applications received multiple acceptances. The results for females depicted in Table XXVIII are similar to those for males. There is little relationship between the number of acceptances and rank in class for males. Females with higher class ranks received more acceptances than those at lower ranks except that girls in the lowest decile rank fare as well as those at the highest class ranks.

TABLE XXV

NUMBER OF POST-HIGH SCHOOL APPLICATIONS OF MALES
ACCORDING TO TYPE SCHOOL PLANNED TO ATTEND

Type School Planned to Attend	None	One	Two	Three	Four	Five	Six+	No Resp.	Row Total	
	%	%	%	%	%	%	%	%	No.	%
Out-of-state	1.8	29.9	28.1	21.5	8.4	4.7	3.8	1.8	107	11.0
UW-Mad./Milw.	1.7	59.1	23.4	9.4	2.3	.6	.0	3.5	171	17.7
UW - Center	1.2	67.9	17.8	8.3	3.6	.0	.0	1.2	84	8.6
State Univ.	.9	54.7	23.0	17.2	1.5	.0	.3	2.4	331	34.2
SU - Branch	.0	62.5	6.2	25.0	6.3	.0	.0	.0	16	1.7
Voc.-Tech.	8.2	63.9	15.2	7.6	.0	.0	.0	5.1	158	16.3
County Coll.	.0	25.0	50.0	.0	25.0	.0	.0	.0	4	.4
Private Coll.	1.4	50.0	27.8	11.1	5.5	2.8	.0	1.4	72	7.4
Other Private	.0	50.0	26.9	19.2	3.9	.0	.0	.0	26	2.7
Column Total	23	532	215	132	28	8	5	26	969	
Percent	2.4	54.9	22.2	13.6	2.9	.8	.5	2.7	100.0	100.0

63

TABLE XXVI

NUMBER OF POST-HIGH SCHOOL APPLICATIONS OF FEMALES
ACCORDING TO TYPE SCHOOL PLANNED TO ATTEND

Type School Planned to Attend	None	One	Two	Three	Four	Five	Six+	No Resp.	Row Total	
	%	%	%	%	%	%	%	%	No.	%
Out-of-state	4.1	45.4	25.8	13.4	5.1	3.1	2.1	1.0	97	9.8
UW-Mad./Milw.	1.9	66.0	21.7	8.5	.9	.0	.0	1.0	106	10.7
UW - Center	1.7	68.9	18.0	9.8	.0	.0	.0	1.6	61	6.1
State Univ.	.9	57.9	22.2	15.0	2.0	.6	.0	1.4	347	34.9
SU - Branch	.0	66.7	33.3	.0	.0	.0	.0	.0	6	.6
Voc.-Tech.	8.0	58.3	17.8	7.3	.0	.0	.0	8.6	163	16.4
County Coll.	.0	100.0	.0	.0	.0	.0	.0	.0	6	.6
Private Coll.	1.2	46.2	35.0	13.8	3.8	.0	.0	.0	80	8.0
Other Private	5.5	63.3	18.7	4.7	.8	.8	.0	6.2	128	12.9
Column Total	31	580	219	109	17	6	2	30	994	
Percent	3.1	58.4	22.0	11.0	1.7	.6	.2	3.0	100.0	100.0

643

TABLE XXVII

NUMBER OF ACCEPTANCES OF MALES BY POST-HIGH SCHOOL INSTITUTIONS ACCORDING TO NUMBER OF APPLICATIONS

Number of Acceptances	None	One	Two	Three	Four	Five	Six+	No Resp.	Row Total	
	%	%	%	%	%	%	%	%	No.	%
None	97.6	1.4	.5	.0	.0	.0	.0	.0	172	13.7
One	.6	98.3	14.5	4.4	3.6	.0	.0	.0	615	49.0
Two	.6	.0	84.6	20.4	7.1	11.1	.0	1.0	226	18.0
Three	.0	.0	.4	75.2	14.3	22.2	20.0	1.0	110	8.8
Four	.0	.0	.0	.0	75.0	.0	20.0	.0	22	1.7
Five	.0	.0	.0	.0	.0	.0	.0	.0	6	.5
Six+	.0	.0	.0	.0	.0	66.7	60.0	.0	3	.2
No Response	1.2	.3	.0	.0	.0	.0	.0	98.0	102	8.1
Column Total	167	583	227	137	28	9	5	100	1256	
Percent	13.3	46.3	18.2	10.9	2.2	.7	.4	8.0	100.0	100.0

TABLE XXVIII

NUMBER OF ACCEPTANCES OF FEMALES BY POST-HIGH SCHOOL INSTITUTIONS ACCORDING TO NUMBER OF APPLICATIONS

Number of Acceptances	None %	One %	Two %	Three %	Four %	Five %	Six+ %	No Resp. %	Row Total No.	Row Total %
None	98.2	1.8	.4	.0	.0	.0	.0	.0	285	19.9
One	.0	97.6	17.2	5.3	5.3	.0	.0	.0	651	45.5
Two	.0	.0	82.0	14.9	10.5	.0	.0	.0	210	14.7
Three	.0	.1	.0	79.8	31.6	16.7	.0	.0	99	6.9
Four	.0	.0	.0	.0	52.6	33.3	.0	.0	12	.8
Five	.0	.0	.0	.0	.0	50.0	50.0	.0	4	.3
Six+	.4	.2	.0	.0	.0	.0	50.0	.0	3	.2
No Response	1.4	.3	.4	.0	.0	.0	.0	100.0	168	11.7
Column Total	278	619	233	114	19	6	2	161	1432	
Percent	19.5	43.2	16.3	8.0	1.3	.4	.1	11.2	100.0	100.0

Planned and Actual Institutional Attendance

Table XXIX depicts the number of male students attending, in the first year after graduation, the type school they planned to attend as seniors. The overwhelming majority of males, 91 percent in fact, attended the type school they had planned. There is no consistent variation for the nine percent who attended a different type school.

The few males who changed their plans and went out of state did so because they received assistance or so they could commute. Finances and a smaller campus were primary reasons given for changing to a State University. A change of occupational goals and finances were essential reasons for changing to an area vocational-technical school.

In Table XXX, it can be seen that females are about as consistent (90% overall) as males. Again there does not appear to be a consistent variation for the 10 percent who failed to attend the type school they had planned. Girls were quite varied in their reasons for going to a different type school than planned. Over half of those who changed to a State University program gave as their reason, "changed my mind about the kind of educational program I wanted."

In the case of both males and females, family income, father's education, and decile rank in class seem unrelated to the reasons given for attending a different type school than planned.

Education of Fathers

There is a definite tendency for the males who go to college out of state to have fathers with more education; to a somewhat lesser degree this tendency exists among those attending the Madison or Milwaukee

TABLE XXIX

TYPE SCHOOL ATTENDED BY MALES FIRST YEAR AFTER GRADUATION
AS COMPARED WITH TYPE SCHOOL PLANNED TO ATTEND

Type School Attended	Type School Planned to Attend								
	1*	2	3	4	5	6	7	8	9
1.Out-of-state	107	3	0	9	0	0	0	1	0
2.UW-Mad./Milw.	1	187	2	1	0	2	0	1	0
3.UW - Center	1	3	86	4	0	1	0	1	0
4.State Univ.	3	4	2	388	2	1	0	1	1
5.SU - Branch	0	0	0	0	13	1	0	0	0
6.Voc.-Tech.	3	4	3	8	1	157	1	1	3
7.County Coll.	0	0	0	0	0	0	1	1	0
8.Priv. in-state	3	2	1	0	0	2	1	64	2
9.Nurs./Prop.	2	0	0	0	0	4	0	3	26
Total	120	203	94	410	16	168	3	73	32
Percent Consistent	89	92	91	95	81	93	33	88	81

*Numbers correspond to the numbers for "type school attended" on the left.

TABLE XXX

TYPE SCHOOL ATTENDED BY FEMALES FIRST YEAR AFTER GRADUATION
AS COMPARED WITH TYPE SCHOOL PLANNED TO ATTEND

Type School Attended	Type School Planned to Attend								
	1*	2	3	4	5	6	7	8	9
1.Out-of-state	91	0	0	2	0	1	0	0	3
2.UW-Mad./Milw.	2	111	0	3	0	2	0	2	2
3.UW - Center	0	0	61	6	0	0	0	1	1
4.State Univ.	0	4	2	363	0	7	0	1	1
5.SU - Branch	0	1	0	1	5	0	0	1	0
6.Voc.-Tech.	3	4	4	2	1	124	0	0	9
7.County Coll.	0	0	0	0	0	0	6	0	0
8.Priv. in-state	1	0	0	6	0	2	0	74	0
9.Nurs./Prop.	4	0	0	1	0	11	0	9	114
Total	101	120	67	384	6	147	6	88	130
Percent Consistent	90	93	91	95	83	84	100	84	88

*Numbers correspond to the numbers for "type school attended" on the left.

campuses of the University of Wisconsin system. An inverse relationship is found between father's education and attendance in the vocational-technical system (Table XXXI).

Girls with fathers who have less education have a greater tendency to attend vocational-technical programs and private proprietary schools than daughters of men with more education. Private in-state and out-of-state colleges are much more likely to attract the daughters of better educated men while the University of Wisconsin system has a similar but weaker tendency (Table XXXII).

High School Curriculum

Males completing a general high school curriculum and who continue their education predominantly enter the State University System or a vocational-technical program (Table XXXIII). Over 60 percent of the males continuing their schooling took the college preparatory curriculum in high school and 90 percent of these entered a college degree program. It is worthy of note that a slightly higher percentage of males with vocational-technical high school programs enter the University of Wisconsin or a private college in state as compared with graduates with a general high school program.

Female graduates from general and vocational programs seem to follow about the same post-high school patterns as males except a slightly greater percentage of the general curriculum graduates attend out-of-state and State University campuses and the vocational graduates have a greater tendency to enter a vocational-technical school (Table XXXIV). Females are more likely than males to attend proprietary schools; they attend

TABLE XXXI

TYPE SCHOOL ATTENDED BY MALES FIRST YEAR AFTER GRADUATION
ACCORDING TO FATHER'S EDUCATIONAL LEVEL

Type School Attended	Father's Educational Level						
	No H.S.	Some H.S.	H.S. Grad.	Voc.-Tech.	Coll.	BA/BS	Post BA/BS
	%	%	%	%	%	%	%
Out-of-state	9.1	5.5	6.7	6.1	9.4	19.0	28.1
UW-Mad./Milw.	12.5	12.7	15.7	19.0	21.3	16.0	23.9
UW - Center	8.3	6.6	9.0	7.6	7.7	9.1	5.2
State Univ.	26.6	37.4	38.3	28.9	41.7	31.9	26.0
SU - Branch	4.2	.5	1.2	2.3	.9	.8	.0
Voc.-Tech.	25.7	24.2	19.4	27.4	11.9	8.4	.9
County Coll.	.8	.5	.0	.0	.0	.9	.0
Priv. in-state	5.6	5.5	3.5	6.8	4.3	10.6	14.6
Nurs./Prop.	6.6	5.5	3.8	1.5	1.7	3.8	.9
Total Percent*	99.4	98.4	97.6	99.6	99.8	99.6	99.6

*Totals do not add to 100% due to rounding or missing information.

TABLE XXXII

TYPE SCHOOL ATTENDED BY FEMALES FIRST YEAR AFTER GRADUATION
ACCORDING TO FATHER'S EDUCATIONAL LEVEL

Type School Attended	Father's Educational Level						
	No H.S. %	Some H.S. %	H.S. Grad. %	Voc.-Tech. %	Coll. %	BA/BS %	Post BA/BS %
Out-of-state	7.5	7.0	8.0	3.4	13.1	13.4	25.0
UW-Mad./Milw.	8.3	8.0	6.1	13.8	16.1	14.0	22.6
UW - Center	4.2	8.0	8.7	13.8	2.2	3.9	4.8
State Univ.	29.1	30.0	38.4	31.8	40.1	33.7	25.0
SU - Branch	.8	.0	1.5	2.6	.0	.8	.0
Voc.-Tech.	24.9	20.0	15.6	15.5	7.3	10.1	2.4
County Coll.	.5	1.5	1.5	2.6	.0	.0	.0
Priv. in-state	3.3	5.0	6.1	3.4	9.5	14.0	15.4
Nurs./Prop.	19.1	20.5	13.3	12.0	10.2	10.1	4.8
Total Percent*	97.7	100.0	99.2	98.9	98.5	100.0	100.0

*Totals do not add to 100% due to rounding or missing information.

TABLE XXXIII

TYPE SCHOOL ATTENDED BY MALES FIRST YEAR AFTER GRADUATION
ACCORDING TO HIGH SCHOOL CURRICULUM

Type School Attended	High School Program Taken		
	General	Coll. Prep.	Voc.-Tech.
	%	%	%
Out-of-state	4.2	14.0	5.2
UW-Mad./Milw.	7.0	20.3	13.3
UW - Center	4.2	10.5	4.4
State Univ.	37.1	35.6	22.2
SU - Branch	1.0	1.4	.0
Voc.-Tech.	37.1	6.4	40.7
County Coll.	.6	.1	.0
Priv. in-state	2.9	7.7	6.7
Nurs./Prop.	4.5	2.7	6.7
Total	308	705	134
Percent of Total	26.8	61.5	11.7

TABLE XXXIV

TYPE SCHOOL ATTENDED BY FEMALES FIRST YEAR AFTER GRADUATION
ACCORDING TO HIGH SCHOOL CURRICULUM

Type School Attended	High School Program Taken		
	General	Coll. Prep.	Voc.-Tech.
	%	%	%
Out-of-state	9.7	10.2	2.1
UW-Mad./Milw.	3.2	15.6	3.6
UW - Center	4.7	7.7	5.7
State Univ.	24.5	40.5	20.6
SU - Branch	1.0	.8	.7
Voc.-Tech.	23.0	6.6	35.5
County Coll.	1.4	1.4	1.4
Priv. in-state	4.0	9.2	5.7
Nurs./Prop.	27.0	6.8	24.1
Total	274	657	140
Percent of Total	25.3	61.4	13.3

proprietary schools at about the same rate as they attend publicly supported vocational-technical programs.

High School Rank

In Tables XXXV and XXXVI for men and women respectively, the decile ranks in class have been paired. It can be seen that about one-fourth of the males in the highest two decile ranks attended either private colleges in the state or out-of-state colleges, another one-fourth the State University system and 38 percent the University System. The University System has less attraction (fewer admissions) for males in the lowest six decile ranks. Students in the lowest two decile ranks seem more likely to attend either out-of-state colleges or the University System than are students graduating in the middle class ranks.

Over 40 percent of the girls attending school were in the top two decile ranks in their high school classes. The State Universities seemingly hold about the same attraction for similar achieving males and females. The University of Wisconsin System does not attract as high a percentage of the females in general although it does have a similar percentage of female and male graduates from the lowest two decile ranks. Out-of-state and private in-state colleges have somewhat similar male and female attendance patterns according to class rank. Proprietary schools in particular have a much greater attraction for females than males.

Family Support

From Table XXXVII it can be seen that nearly three-fourths of the males in the University Center System or in a vocational-technical program have less than $1000 of family support available the first year. Those with

TABLE XXXV

TYPE SCHOOL ATTENDED BY MALES FIRST YEAR AFTER GRADUATION
ACCORDING TO HIGH SCHOOL DECILE RANK

Type School Attended	Decile Rank in Class				
	0/1	2/3	4/5	6/7	8/9
	%	%	%	%	%
Out-of-state	12.4	4.9	7.4	7.4	17.4
UW-Mad./Milw.	13.1	4.9	9.3	21.8	25.7
UW - Center	1.5	3.4	5.9	10.4	12.4
State Univ.	25.6	29.9	41.8	41.8	27.3
SU - Branch	.0	1.5	1.1	3.0	.3
Voc.-Tech.	39.4	41.2	22.6	7.0	3.1
County Coll.	.0	1.0	.4	.0	.0
Priv. in-state	2.9	3.9	5.6	5.6	10.2
Nurs./Prop.	4.4	8.3	4.4	1.1	1.6
Total	136	203	266	264	316
Percent of Total	11.5	17.1	22.3	22.4	26.7

TABLE XXXVI

TYPE SCHOOL ATTENDED BY FEMALES FIRST YEAR AFTER GRADUATION
ACCORDING TO HIGH SCHOOL DECILE RANK

Type School Attended	Decile Rank in Class				
	0/1	2/3	4/5	6/7	8/9
	%	%	%	%	%
Out-of-state	6.2	9.6	5.9	7.0	12.8
UW-Mad./Milw.	15.6	1.9	5.9	7.7	16.3
UW - Center	1.0	1.9	4.7	8.8	8.4
State Univ.	19.8	16.3	30.8	39.6	38.1
SU - Branch	.0	1.0	1.1	1.1	.7
Voc.-Tech.	27.0	28.8	27.5	13.3	5.3
County Coll.	3.1	1.9	1.6	1.8	.4
Priv. in-state	6.2	5.8	2.7	7.4	9.5
Nurs./Prop.	20.8	32.6	18.9	13.0	7.5
Total	96	104	184	284	449
Percent of Total	8.6	9.3	16.5	25.4	40.2

over $1500 support account for 55.5 percent of those going to out-of-state schools. The University of Wisconsin campuses and centers have a greater proportion of students with less than $500 support but numerically the difference between the number attending the University system and the State University system is small.

The most striking figure in Table XXXVIII is that 94 percent of the girls attending the U. W. Center system have family support under $1000. Over 85 percent of the girls in a vocational-technical program have less than $1000 of family support available as well. As was true for males, those with the most support available constitute a majority of those going to out-of-state schools.

Sources of Financial Support

In looking at the "Sources of Financial Aid" according to "Type School Attended" it was found that 68.6 percent of the males were receiving some assistance. The majority of those receiving no help were attending the U. W. Center system, a vocational-technical program, or a State University campus. Forty percent of those going to out-of-state schools were totally supported by their parents and 23 percent had a private scholarship. Thirty-four percent of those at a U. W. campus had a Wisconsin scholarship and 31 percent relied on parents. One-third of those attending a U. W. Center relied on parents and 24 percent had a Wisconsin scholarship. For those attending the State University system, 27 percent relied on parents, 26 percent on a Wisconsin scholarship, and 23 percent on a Wisconsin loan. Among those attending private in-state colleges, 39 percent relied on a Wisconsin scholarship and 24 percent relied on parents. The figures for females were identical.

TABLE XXXVII

TYPE SCHOOL ATTENDED BY MALES FIRST YEAR AFTER GRADUATION
ACCORDING TO AMOUNT OF FIRST YEAR FAMILY SUPPORT

Type School Attended	LT $500 %	$500+ %	$1000+ %	$1500+ %	$2000+ %	Row Total No.	Row Total %
Out-of-state	6.4	17.3	20.9	15.4	40.0	110	10.4
UW-Mad./Milw.	23.6	35.7	16.5	19.2	5.0	182	17.3
UW - Center	34.4	44.1	12.9	4.3	4.3	93	8.8
State Univ.	16.4	36.2	32.4	13.2	1.8	379	36.0
SU - Branch	42.9	50.0	7.1	.0	.0	14	1.3
Voc.-Tech.	46.1	30.8	11.8	7.7	3.6	169	16.1
County Coll.	100.0	.0	.0	.0	.0	2	.2
Priv. Coll.	16.2	24.3	25.7	20.3	13.5	74	7.0
Nurs./Prop.	36.7	30.0	26.7	6.6	.0	30	2.9
Column Total	253	348	236	136	8	1053	
Percent	24.0	33.1	22.4	12.9	7.6	100.0	100.0

TABLE XXXVIII

TYPE SCHOOL ATTENDED BY FEMALES FIRST YEAR AFTER GRADUATION
ACCORDING TO AMOUNT OF FIRST YEAR FAMILY SUPPORT

Type School Attended	LT $500 %	$500+ %	$1000+ %	$1500+ %	$2000+ %	Row Total No.	Row Total %
Out-of-state	9.5	22.1	13.7	14.7	40.0	95	9.5
UW-Mad./Milw.	17.2	37.9	21.6	18.1	5.2	116	11.6
UW - Center	73.1	20.9	3.0	1.5	1.5	67	6.7
State Univ.	23.7	32.0	30.3	12.1	1.9	363	36.3
SU - Branch	25.0	62.5	12.5	.0	.0	8	.8
Voc.-Tech.	60.9	24.6	10.9	2.2	1.4	138	13.8
County Coll.	40.0	40.0	20.0	.0	.0	10	.1
Priv. Coll.	16.5	27.8	21.5	17.7	16.5	79	7.9
Nurs./Prop.	29.0	54.8	8.9	5.7	1.6	124	12.4
Column Total	303	328	196	104	69	1000	
Percent	30.3	32.8	19.6	10.4	6.9	100.0	100.0

It can be seen from Table XXXIX that generally the sources of financial aid are similar for males and females with nearly one-third relying solely on parents.

TABLE XXXIX

COMPARISON OF THE PRIMARY SOURCES OF FINANCIAL AID FOR MALES AND FEMALES

Source of Financial Aid	Percent Relying on a Particular Source	
	Males %	Females %
Wisconsin Scholarship	23.5	22.6
Wisconsin Loan	14.4	12.9
Federal Scholarship	3.8	3.8
Federal Loan	3.5	3.9
Local Scholarship	5.3	5.5
Private Scholarship	11.1	10.9
Parents	32.1	35.1
Parents and Scholarship	5.0	4.5
Parents and Loans	1.3	.8
TOTAL	100.0	100.0

Employment While Enrolled

In Table XL, the six educational systems enrolling the greatest number of men are depicted. There is not much commentary warranted except to note the greater probability of males not working while attending school if they attend a State University, an out-of-state college, or a private in-state school and the greater likelihood of their working if they are enrolled in the University of Wisconsin system or a vocational-technical school.

TABLE XL

MEN WORKING WHILE ATTENDING COLLEGE FIRST YEAR
ACCORDING TO TYPE SCHOOL ATTENDED

Hours Worked Per Week	Out-of-state %	UW-Mad. /Milw. %	UW - Center %	State Univ. %	Voc.-Tech. %	Private in-state %
None	51.5	35.9	26.5	49.2	18.4	43.5
10 hrs.	14.1	8.8	12.0	19.1	4.9	11.6
20 hrs.	17.2	28.3	30.1	16.1	19.0	26.1
20 hrs.+	4.0	13.2	13.3	11.3	17.2	5.8
25 hrs.+	5.1	10.1	14.5	6.8	22.1	10.1
40 hrs.+	2.0	.6	.0	2.6	11.7	.0
No response	6.1	3.1	3.6	4.9	6.7	2.9
TOTAL	99	159	83	309	163	69

Data on seven educational systems are presented for females in Table XLI. The data for both sexes are similar although males tend to put in more hours working than females and considerably more men both work and attend vocational-technical schools.

Summer Employment

Students also earn a varied portion of their educational costs through summer employment.

It would appear that females are less able to earn a similar level of support as do males through summer employment (Table XLII). It also appears that the students in the U. W. Center system rely most heavily on their summer employment to meet their educational costs.

TABLE XLI

WOMEN WORKING WHILE ATTENDING COLLEGE FIRST YEAR
ACCORDING TO TYPE SCHOOL ATTENDED

Hours Worked Per Week	Out-of-state %	UW-Mad./Milw. %	UW - Center %	State Univ. %	Voc.-Tech. %	Private in-state %	Nurs./Prop. %
None	52.7	34.0	17.5	48.9	43.1	38.6	45.8
10 hrs.	12.9	8.5	9.5	14.7	5.8	16.0	6.7
20 hrs.	19.4	39.6	50.8	22.0	18.6	26.7	17.8
20 hrs.+	3.2	10.4	9.5	4.3	12.2	9.3	11.0
25 hrs.+	.0	3.8	6.3	3.7	8.9	2.7	7.6
40 hrs.+	3.2	2.8	4.8	2.1	5.7	2.7	2.6
No response	8.6	.9	1.6	4.3	5.7	4.0	8.5
TOTAL	93	106	63	327	123	75	118

TABLE XLII

PERCENT EARNING OVER HALF THEIR YEARLY EXPENSES
THROUGH SUMMER EMPLOYMENT
ACCORDING TO TYPE SCHOOL ATTENDED

Type School Attended	Percent Meeting 50% or More Costs			
	Males		Females	
	No.	%	No.	%
Out-of-state	16	19.2	6	8.5
UW-Mad./Milw.	65	43.3	22	23.4
UW - Center	55	69.6	25	49.0
State Univ.	150	53.4	71	26.4
Voc.-Tech.	78	52.7	45	44.1
Priv. in-state	15	23.0	12	19.1
Prop.	12	52.1	23	29.5

Commuting

Another manner in which students with financial limitations arrange to attend an educational institution is through commuting. Before they were graduated students were asked why they would commute; in the follow-up a similar question was asked which allowed for a comparison. There was so little consistency that either seniors had never given much thought to the question, which seems likely, or their reasons changed drastically once they began commuting. It was found that there was no relationship between the reasons given for commuting and estimated family income. About 30 percent of the males and females do commute, however; this apparently is an important type of aid to many students.

Table XLIII provides information regarding the percent of students commuting by Type School they attended for six of the education systems.

Obviously an advantage of the U. W. Center system and the Milwaukee campus of the University of Wisconsin is the large number of students who can commute and attend a post-secondary institution.

TABLE XLIII

PERCENT OF STUDENTS COMMUTING BY TYPE SCHOOL ATTENDED

Type School Attended	Percent Commuting			
	Males		Females	
	No.	%	No.	%
Out-of-state	12	12	12	13
UW-Madison/Milwaukee	74	47	44	41
UW - Center	82	97	57	92
State University	82	27	73	22
Private in-state	32	46	27	36
Proprietary	11	41	51	45

CHARACTERISTICS OF GRADUATES WHO INTERRUPTED THEIR POST-HIGH SCHOOL EDUCATION

Withdrawals

The University Center, State University, and Vocational-Technical students are the most likely to drop out before the second year (Table XLIV). Girls in the bottom 70 percent in class standing and boys in the bottom half of their high school class - except the lowest 10 percent - were most likely to drop out (Table XLV). Students with financial support for the first year in excess of $1500 were less likely to drop out than those with less than $1500 (Table XLVI).

Since students in the higher decile ranks are more likely to attend college-degree oriented schools (colleges, centers, and branches), the students dropping from these schools are most likely to be in the second quarter in high school class standing. Students who performed poorly in high school generally are not attending four-year colleges and universities which may partially explain why their drop-out rate is no more severe than that of the better high school performers.

Reasons for Withdrawing

There was no relationship for males between the reasons given for dropping out and the type school attended except for grades which was a reason given by twenty-eight percent of the U.W.-Madison/Milwaukee dropouts, 25 percent of the U.W. Center dropouts, 28 percent of the State University dropouts, and 23 percent of the private in-state dropouts. No out-of-state dropouts and only five percent of the vocational-technical students cited grades. Lack of financial resources was the paramount reason (26%) cited by the vocational-technical school dropouts.

TABLE XLIV

STUDENTS INTERRUPTING THEIR EDUCATION BEFORE THE SECOND YEAR ACCORDING TO TYPE SCHOOL ATTENDED

Type School Attended	Percent Who Interrupted Their Education	
	Males %	Females %
Out-of-state	11.5	14.4
UW-Mad./Milw.	14.4	17.9
UW - Center	22.1	22.7
State Univ.	24.0	20.9
SU - Branch	33.3	22.2
Voc.-Tech.	33.0	33.9
Priv. in-state	16.3	9.4
Nurs./Prop.	18.9	15.7
Total Average Percent	22.1	20.6

TABLE XLV

DECILE RANK IN CLASS OF GRADUATES
WHO INTERRUPTED THEIR EDUCATION BEFORE THE SECOND YEAR

Decile Rank in Class	Percent Who Interrupted Their Education	
	Males %	Females %
0	23.1	21.5
1	35.8	31.8
2	34.7	28.6
3	36.2	31.8
4	28.1	33.3
5	22.1	22.7
6	20.4	28.4
7	17.4	20.3
8	14.3	16.5
9	4.5	9.5
Total Frequency	268	236
Total Average Percent	21.8	20.7

TABLE XLVI

AMOUNT OF FIRST-YEAR FINANCIAL AID
FOR STUDENTS WHO INTERRUPTED THEIR EDUCATION

Financial Aid Available	Percent Who Interrupted Their Education	
	Males	Females
	%	%
$2000+	12.4	11.8
$1500+	12.3	15.4
$1000+	20.4	21.8
$ 500+	23.4	24.5
Less $500	30.7	24.4
Total Frequency	235	233
Total Average Percent	22.2	22.2

Few females cited grades as the prime reason for dropping out. Inadequate financial resources followed by marriage or plans to marry were the principal reasons given for dropping out of all type schools.

Money and grades were seldom given as reasons for dropping out by males in the two highest and the lowest decile ranks of high school class. Money and grades were principal reasons given for dropping out by all other males.

Money and marriage were prime reasons for dropping out for girls across all high school ranks. Only girls ranging from the twentieth to the fortieth centile rank in class had academic difficulties.

Transfers

Twenty percent of the males and 16.5 percent of the females transferred after the first year. Table XLVII illustrates the percent of transfers according to type school attended the first year after high school graduation.

Combining the figures from Tables XLIV and XLVII, it is found that, for Wisconsin high school graduates, after one year, an average of 44.2 percent of the males and 37.1 percent of the females have either dropped out or transferred from the first school they entered. The University of Wisconsin-Madison/Milwaukee had the best holding power for males, only 32.2 percent had dropped or transferred. Proprietary or nursing schools had the best holding power for females with only 22.6 percent having dropped or transferred.

There were no patterns to the reasons given for transferring according to type school attended the year after graduation. There appeared to be no relationship between family income and transferring or decile rank in class and transferring.

TABLE XLVII

PERCENT OF TRANSFERS ACCORDING TO TYPE SCHOOL ATTENDED
THE YEAR AFTER GRADUATION

Type School Attended	Percent Transferring	
	Males %	Females %
Out-of-state	25.3	19.1
UW-Madison/Milwaukee	17.8	18.9
UW - Center	25.0	24.2
State University	19.5	22.0
Vocational-Technical	15.9	10.7
Private in-state	27.5	24.0
Proprietary	29.6	6.9
TOTAL AVERAGE PERCENT	20.1	16.5

In Table XLVIII are presented data on the percent of the high school graduates, enrolled the second year after high school graduation in a particular type school, who transferred into that type school. For example, of the high school graduates enrolled in out-of-state colleges at that time, 4.0 percent of the males and 58.8 percent of the females were transfers to the out-of-state college.

It is noted that the University of Wisconsin and the vocational-technical schools, among the public colleges, receive the highest percentages of transfers. There were no patterns or consistent reasons given for transferring to any particular type school.

TABLE XLVIII

PERCENT OF TRANSFER STUDENTS ATTENDING VARIOUS TYPE SCHOOLS
THE SECOND YEAR AFTER HIGH SCHOOL GRADUATION

Type School Attended Second Year	Percent Transferring In	
	Males	Females
	%	%
Out-of-state	4.0	58.8
UW-Madison/Milwaukee	19.2	21.1
UW - Center	9.0	11.0
State University	6.3	3.8
Vocational-Technical	21.1	20.3
Private in-state	24.1	18.2
Proprietary	21.1	12.2

CHARACTERISTICS OF GRADUATES IN SCHOOL SECOND YEAR AFTER GRADUATION

School vs. Work First Year

In Table XLIX are found the percentage of second-year students, who were workers the previous year, by type school attended. One notes a sizeable proportion (18% or more) of the enrollees the second year in the vocational-technical and nursing/proprietary schools who worked the previous year.

TABLE XLIX

PERCENT OF SECOND-YEAR STUDENTS WHO WERE WORKERS THE PREVIOUS YEAR BY TYPE SCHOOL ATTENDED

	Males	Females
	%	%
Out-of-state	4.9	3.5
UW-Madison/Milwaukee	3.7	4.8
UW - Center	4.4	6.9
State University	6.3	2.3
Vocational-Technical	18.7	29.4
Private in-state	6.3	5.4
Proprietary	18.2	17.8
TOTAL AVERAGE PERCENT	8.1	8.1

Change in Type School Attended

The remaining tables provide a comparison of the type schools attended the first and second year. These data also give some idea as to whether there are patterns of movement from one type of school to another. Nearly

all (96%) of the 101 males in the sample attending out-of-state schools the second year had gone to out-of-state schools the first year after graduation (Table L). Only 80.8 percent of the 1968 male graduates in attendance at

TABLE L

COMPARISON BETWEEN THE TYPE SCHOOL ATTENDED BY MALES THE FIRST AND SECOND YEARS AFTER GRADUATION

Type School Attended First Year	School Attended the Second Year						
	Out-of State	UW-Mad. /Milw.	UW - Center	State Univ.	Voc.- Tech.	Private in-state	Prop.
	%	%	%	%	%	%	%
Out-of-state	96.0	2.6	1.7	2.1	.0	5.0	.0
UW-Mad./Milw.	1.0	80.8	1.7	.6	4.2	2.5	10.5
UW - Center	.0	6.2	91.0	.6	1.4	1.3	5.3
State Univ.	3.0	4.7	1.7	93.7	12.7	6.3	.0
Voc.-Tech.	.0	2.6	2.2	2.1	78.9	1.3	5.3
Priv. in-state	.0	2.1	1.7	.3	.7	75.9	.0
Proprietary	.0	1.0	.0	.6	2.1	7.7	78.9
TOTAL	101	189	67	317	148	79	19

U.W.-Madison/Milwaukee the second year after graduation had been on those campuses the first year after graduation. Nearly 20 percent of the 1968 male graduates on the U.W.-Madison/Milwaukee campuses two years after graduation had transferred in from other schools. Over 20 percent of 1968 male graduates attending vocational-technical, private in-state, and proprietary schools the second year after graduation transferred in from other schools.

The transfers into the vocational-technical schools came largely from the State University System. The private in-state colleges get male transfers primarily from the out-of-state, State University and proprietary schools.

There were not many girls going out of state for whom data were available but it does appear from this limited information that over half the girls who go out of state the second year attended in-state schools the first year after graduation (Table LI). Of the women students

TABLE LI

COMPARISON BETWEEN TYPE SCHOOL ATTENDED BY FEMALES
THE FIRST AND SECOND YEARS AFTER GRADUATION

Type School Attended First Year	School Attended the Second Year						
	Out-of-state	UW-Mad./Milw.	UW - Center	State Univ.	Voc.-Tech.	Private in-state	Nurs./Prop.
	%	%	%	%	%	%	%
Out-of-state	41.2	1.7	1.8	.7	.0	2.8	.0
UW-Mad./Milw.	17.6	78.9	3.6	.7	6.2	1.4	.0
UW - Center	5.9	5.0	89.0	1.4	.0	.0	1.5
State Univ.	23.5	7.7	1.8	96.2	12.5	4.2	7.7
Voc.-Tech.	.0	2.5	.0	.0	79.7	1.4	1.5
Priv. in-state	5.9	3.4	3.8	1.0	.0	81.8	1.5
Nurs./Prop.	5.9	.8	.0	.0	1.6	8.4	87.8
TOTAL	17	118	56	292	64	72	65

enrolled the second year at State University campuses, a very high proportion (96.2%) were enrolled in a State University the first year. The University of Wisconsin-Madison/Milwaukee campuses have a sizeable proportion of transfer students among second year enrollments; of the group under study, 21 percent were transfers.

Appendix 94

State of Wisconsin \ COORDINATING COUNCIL FOR HIGHER EDUCATION

L. J. LINS
DIRECTOR OF RESEARCH
732 NORTH MIDVALE BOULEVARD
MADISON, WISCONSIN 53705

FOLLOW-UP OF 1968 WISCONSIN HIGH SCHOOL SENIORS

NOTE: *(a)* ***Questions 1-12 are to be completed by all persons to whom this questionnaire is sent.***

(b) ***Questions 13-21 are to be completed only by persons who have attended a post-high school institution (vocational-technical, college, university).***

(c) ***Questions 22-27 are to be completed only by persons who have been employed full time for at least one year since the spring of 1968.***

1. What did you do from September 1968 to June 1969? *[Check (✓) all that apply; double check (✓✓) your major activity.]*

_____ Married
_____ Housewife
_____ Entered military service
_____ Did nothing
_____ Traveled
_____ Attended school full time
_____ Attended school part time
_____ Worked full time
_____ Worked part time
_____ Other (_____)

2. At the time you completed the "Wisconsin Senior Survey" questionnaire in the spring of 1968, you indicated that during the 1968-69 year you planned to attend

_____

If you planned on school, did you attend the above school during the 1968-69 year? _____ Yes _____ No

If yes, go to question 3. If no, answer 2(a) or 2(b) or 2(c) as it applies to you. If you went to a different school, answer part 2(a) only. If you did not intend to go to school but did go, answer part 2(b) only. If you did not attend school, answer part 2(c) only.

2(a) Check (✓) all that apply; double check (✓✓) the most important reason.

_____ Was not graduated from high school
_____ Wanted to attend a smaller school
_____ Wanted to attend a larger school
_____ Changed my mind about the educational program I wanted
_____ Was not admitted to my first choice of school
_____ Could not afford to attend my first choice of school
_____ Secured financial aids which allowed me to go to a more expensive school
_____ Could not find housing
_____ Decided to commute from home because of expenses
_____ Decided to commute because I was needed at home
_____ Wanted to room and board away from home
_____ Institution was not able to accept m because enrollment had to be limited
_____ Institution did not offer courses I wanted
_____ Other (Please specify) _____

2(b) Check (✓) all that apply; double check (✓✓) the most important reason.

_____ Was awarded a scholarship

_____ Found a job which allowed me to attend school

_____ Was able to borrow money

_____ Family provided financial support not expected previously

_____ Was not accepted for military service

_____ Did not want to get drafted

_____ Needs of my family changed

_____ Postponed plans of getting married

_____ Family no longer objected to further schooling

_____ Other (Please specify): _____

2(c) Check (✓) all that apply; double check (✓✓) the most important reason.

_____ Was not graduated from high school

_____ Dropped out of high school

_____ No college or post-high school institution accepted my application

_____ I needed to earn money before I could enroll

_____ Entered military service

_____ Was married

_____ My parents objected to my attending a post-high school institution

_____ I was not willing to borrow money for my education

_____ I had to help support my family

_____ I planned to get married and decided to work

_____ I could not find a satisfactory place to live at the institution of my choice

_____ The institution I wanted to attend could not accept me because enrollment had to be limited

_____ A post-high school education was not appropriate for me

_____ Other (Please specify): _____

3. (a) To how many post-high school institutions did you apply for admission?

_____

(b) What was the number of post-high school institutions that accepted you?

_____

4. What school did you attend during the 1968-69 year? *(If none, write none.)*

_____

5. What school have you attended during the fall of 1969? *(If none, write none.)*

_____

6. What have you been doing since September 1969? *(Check (√) all that apply; double check (√√) your major activity.)*

_____ Married
_____ Housewife
_____ Military service
_____ Nothing
_____ Traveling
_____ Attending school full time
_____ Attending school part time
_____ Working full time
_____ Working part time
_____ Other (_____)

7. What is the highest level of education you hope to achieve? *(Check one.)*

_____ High school education
_____ One year post-high school
_____ Two years post-high school
_____ Baccalaureate (bachelor's) degree
_____ Master's degree
_____ Professional degree (Law, Medicine, Dentistry, etc.)
_____ Doctorate (Ph.D., Ed.D., etc.)

8. When do you expect to complete this education? *(Check one.)*

_____ I have already completed the above program checked in question 7, or
_____ I intend to complete the program by: _____ year

9. What do you plan to be doing in 1973--three years from now? *(Check one only.)*

_____ Continue at my present school
_____ Transfer to some other school
_____ Enter a collegiate institution
_____ Enter a vocational-technical school
_____ Continue in my present job
_____ Obtain a new job as a _____
_____ Be a full-time housewife
_____ Other (Please specify): _____

10. How sure are you that you will be doing what you plan to do in 1973--three years from now?

_____ Completely certain (90% - 100%)
_____ Quite certain (70% - 89%)
_____ Somewhat certain (30% - 69%)
_____ Quite uncertain (10% - 29%)
_____ Uncertain (0% - 9%)

11. What type of occupation or field do you expect to be in when you are: ***(Please be very specific.)***

30 years of age? _____

40 years of age? _____

12. What do you expect your annual earnings to be:

at 30 years of age ? $ _____

at 40 years of age? $ _____

QUESTIONS 13-21 ARE TO BE COMPLETED ONLY BY PERSONS WHO HAVE ATTENDED A POST-HIGH SCHOOL INSTITUTION.

13. Have you received any financial aid to support your educational costs?

_____ Yes _____ No ***If yes, check all those that apply.***

_____ Wisconsin scholarship or grant program

_____ Wisconsin loan program

_____ Federal scholarship or grant program

_____ Federal loan program

_____ Local scholarship or grant program

_____ Private scholarship or grant program

_____ Parents

_____ Other (Please specify): _____

14. If you received financial aid, such as that mentioned in question 13, how much have you received per year in loans; in scholarships?

$ _____ Loans; $ _____ Scholarships

15. While attending college or a vocational-technical school have you also held a job? _____ Yes _____ No If yes, how many hours per week on the average while enrolled in school or college? _____ hours

16. Did you work during the 1968 summer? _____ Yes _____ No If yes, full time _____ ; or part time _____. What percent of your annual post-high school educational costs were met through this summer employment? _____ %

17. Did you work during the 1969 summer? _____ Yes _____ No If yes, full time _____ ; or part time _____. What percent of your annual post-high school educational costs were met through this summer employment? _____ %

18. Have you interrupted your attendance at a post-high school institution since first registering? (Disregard summer sessions.)

_____ Yes _____ No

19. Have you enrolled continuously in some post-high school institution during the academic year since first registering? (Disregard summer sessions.) _____ Yes _____ No ***If no, go to question 20.***

19(a) If yes, after how many semesters or quarters did you withdraw? (Disregard summer sessions.) ***(Check the one which applies.)***

_____ During the first semester or quarter of attendance

_____ After the first semester or quarter

_____ During the second semester or quarter

_____ After the second quarter

_____ After the second semester or third quarter

_____ During the third semester or fourth quarter

19(b) If yes, what was the reason or reasons for withdrawing? *[Check (√) all that apply; double check (√√) the most important reason.]*

_____ Low grades

_____ Dropped by the institution for academic reasons

_____ Dropped by the institution for disciplinary reasons

_____ Personal illness or injury

_____ Marriage

_____ Lack of finances

_____ Needed to help support family

_____ Decided further education was not necessary for my life's work

_____ Drafted into military service

_____ Enlisted in military service

_____ College living accommodations were not satisfactory

_____ Other (Please specify): _____

19(c) If yes, have you returned or do you plan to return to a post-high school institutions?_____Yes_____ No

If yes, when?_____

20. Since first enrolling in a post-high school institution, did you transfer to another post-high school institution? _____Yes_____No
If no, go to question 21.

If yes, what was your reason or reasons for transferring? *[Check (√) all that apply; double check (√√) the most important reason.]*

_____ Institution at which first registered did not offer program I wanted

_____ Was commuting and wanted to live away from home

_____ Was living away from home and decided to commute

_____ Registered first at campus offering two years or less of work and wanted to attend a four-year campus

_____ Registered at a public college and preferred a private college

_____ Registered at a private college and preferred a public college

_____ Registered for vocational-technical work and decided to work toward a degree

_____ Registered for collegiate work and decided to enroll for vocational-technical work

_____ Wanted to attend a smaller school

_____ Wanted to attend a larger school

_____ Changed my mind about the educational program I wanted

_____ Other (Please specify): _____

21. If you were enrolled in a post-high school institution, did you commute from home to classes daily?____ Yes____ No

If yes, please indicate why. ***[Check (√) all that apply; double check (√√) the most important reason.]***

_____ I preferred to live at home

_____ My family needed my help at home

_____ I had a job in my home community

_____ My family wanted me to live at home

_____ Living at home made costs more reasonable

_____ Lacked finances to attend school away from home

_____ Other (Please specify): _____

QUESTIONS 22-27 ARE TO BE COMPLETED ONLY BY PERSONS WHO HAVE BEEN EMPLOYED FULL TIME FOR AT LEAST ONE YEAR SINCE THE SPRING OF 1968.

22. Did you work full time from September 1968 to June 1969?___Yes ____No

23. Are you working full time now?____Yes ____No

24. What is your present occupation (if working full time)?

Job title _____

Name of firm _____ Location _____

25. If you were going to enter an on-the-job training program at your place of work, what program would you prefer?

_____

26. Does the company for which you work have this program?____Yes____No If yes, is it a compulsory or required program for your present job?____Yes ____No

27. Does your company have other training programs?____Yes____No

If yes, please specify kinds of programs _____

_____

Are you enrolled in any of these programs?___Yes ____No

If yes, describe the program _____

_____

FOLLOW-UP OF 1968 WISCONSIN HIGH SCHOOL SENIORS
PARENTS' QUESTIONNAIRE

1. What did your son or daughter do from September 1968 to June 1969? [Please check (✓) all that apply; double check (✓✓) his or her one major activity.]

_____ Attended school full time.
_____ Attended school part time.
_____ Worked full time.
_____ Worked part time.
_____ Entered military service
_____ Married.
_____ Did nothing.
_____ Housewife.
_____ Traveled.
_____ Other_____

2. What has your son or daughter been doing since September 1969? [Please check (✓) all that apply; double check (✓✓) his or her one major activity.]

_____ Attended school full time.
_____ Attended school part time.
_____ Worked full time.
_____ Worked part time.
_____ Entered military service.
_____ Married.
_____ Did nothing.
_____ Housewife.
_____ Traveled.
_____ Other_____

3. If your son or daughter has attended a school or college since high school graduation, please give the school or schools.

Name of School	City and State	Month and Years From	To

4. If your son or daughter has attended a school or college since high school graduation, did he or she receive financial aid? Yes_____; No_____ (If yes, please check below.)

_____ Scholarship from the school or college.
_____ Wisconsin State or college loan.
_____ Other (Please specify)_____